

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

APPLICATION FOR GRANTS
UNDER THE

Application for New Grants Under the Innovative Approaches to Literacy Program

CFDA # 84.215G

PR/Award # S215G210025

Grants.gov Tracking#: GRANT13444363

OMB No. 1894-0006, Expiration Date: 01/31/2022

Closing Date: Aug 11, 2021

PR/Award # S215G210025

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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="08/10/2021"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="REDACTED"/>	* c. Organizational DUNS: <input type="text" value="REDACTED"/>
--	--

d. Address:

* Street1:	<input type="text" value="215 S. Dr. Martin Luther King Jr. Blvd."/>
Street2:	<input type="text"/>
* City:	<input type="text" value="South Bend"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="IN: Indiana"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="46601-2003"/>

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" value="Mr."/>	* First Name: <input type="text" value="Brandon"/>
Middle Name: <input type="text" value="C."/>	
* Last Name: <input type="text" value="White"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

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

* Email:

Application for Federal Assistance SF-424

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

G: Independent School District

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, Full-service Community Schools; and Promise Neighborhoods

*** 12. Funding Opportunity Number:**

ED-GRANTS-071221-001

* Title:

Office of Elementary and Secondary Education (OESE): Innovative Approaches to Literacy (IAL)
Program Assistance Listing CFDA Number 84.215G

13. Competition Identification Number:

84-215G2021-1

Title:

84.215G Innovative Approaches to Literacy

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

Add Attachment

Delete Attachment

View Attachment

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

CALL: Celebrating Achievement in Literacy thru Libraries

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

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL



*** 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

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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 218, 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: 04/30/2020

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.

1236-FINAL SBCSC IAL GEPA 081121.pdf

Add Attachment

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EQUITABLE ACCESS AND PARTICIPATION - GEPA 427

Equity Statement. South Bend Community School Corporation (SBCSC) and partners in this grant application will provide equal employment opportunities to all employees and applicants for employment without regard to race, disability, marital status, color, religion, sex, sexual orientation, gender identification, national origin, citizenship status, age, or status as a Vietnam-era or disabled veteran in accordance with applicable federal laws. In addition, each partner will comply with applicable state and local laws governing nondiscrimination in employment. This policy applies to all terms and conditions of employment, including, but not limited to, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation, and training.

SBCSC and partners will apply similar rules and policies to ensure that all six types of barriers that can impede equitable access are addressed. We will welcome all persons regardless of gender, race, national origin, color, disability, or age. A *Partnership Memorandum of Understanding* (MOU), will be filed in the district, signed by the leadership of SBCSC and *CALL* partners. The MOU will remain on file in the central office and partners agree that all participants will seek to create safe and supportive environments for all participants.

Planning and program committees will continue to reflect diversity and include persons of different genders, races, national origins, colors, disabilities, and ages.

The Project Director will identify and assist educators who need extra and/or individual attention. Programs will be open to all eligible students and teachers in eligible, participating schools. Underrepresented groups will be encouraged to participate in STEM activities/events.

Flyers and marketing materials will be designed so that persons of varying education, cultures, and races can understand what the grant program called *CALL* is about. Materials will be translated from English, as needed, to eliminate as many language/cultural barriers as possible.

Persons with disabilities will be provided equal access and opportunities in programs and activities. The Director of Special Education (Special Needs) will be included in the implementation and execution of the program. The Project Director will request information about grant participants with special needs to ensure that appropriate access and equipment is available to address their needs. If not available, SBCSC, Project Director and partners will determine if special assistive devices can be purchased (i.e. switches, pencil grips, special computer software, etc.). Participants with special needs will have access to health treatment. All sites are handicapped accessible for the general public, students and parents. Transportation issues for participants with special needs will be included in program planning.

Local, regional and/or national participating speakers and volunteers from the community will include individuals of different races, genders, and cultures.

The Project Director and the External Evaluation Team will monitor any needs or discriminations. SBCSC and partners will develop special appeal procedures for teachers, students and program participants who feel they have been discriminated against in the areas of gender, race, national origin, color, disability, or age.

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 South Bend Community School Corporation	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: C. Todd Middle Name:
* Last Name: Cummings	Suffix:
* Title: Superintendent	
* SIGNATURE: Todd Cummings	* DATE: 08/10/2021

**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:
	Rachel	L.	Anders	

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

Address:

* Street1:

Street2:

* City:

County:

* State:

* Zip Code:

Country:

* Phone Number (give area code)

Fax Number (give area code)

* 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.

Add Attachment

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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this 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 dependent, independent, and control variables, and 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:

1238-FINAL SBCSC IAL Abstract 081121.pdf

Add Attachment

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ABSTRACT: South Bend Community School Corporation (SBCSC), an eligible, high-need Local Education Agency (SAIPE Census Poverty 25% - see *Appendix*), in partnership with local and regional partners, proposes an *Innovative Approaches to Literacy (IAL)* grant entitled ***CALL: Celebrating Achievement in Literacy thru Libraries!*** Multi-Layered project services will improve literacy education for **15,666 students enrolled in 29 schools, Grades PK – 12**. *CALL* project services include improvements to school library media centers, book distribution to low-income, high-need students and families, summer and school-year student and family literacy interventions and enrichment, integration of literacy and reading into STEM content, multi-cultural content that meets the needs of diverse students and families and professional development for educators to raise student achievement in literacy and other core subjects. ***CALL Layers of Service*** include: (1) Student Literacy Interventions and Extended Learning; (2) Educator Professional Development; (3) Library and Media Center Enhancements and Acquisitions; and (4) Family and Community Supports. *CALL* addresses the following priorities:

- **Absolute Priority # 1:** *CALL* will coordinate delivery of services with school libraries to offer diverse summer and school year literacy programs for students and families, increase educator effectiveness and quality through literacy-focused professional development and instructional coaching, distribute books to low-income families, ages Birth to Grade 12 and improve school library media center collections of print and technology media.
- **Absolute Priority # 2:** *CALL* will implement multiple strategies to ensure equal access to project activities and increase equity in learning by creating learning environments that celebrate diversity, support inclusion of diverse identities and promote representation in learning activities of traditionally under-represented groups.
- **Competitive Preference Priority # 2:** SBCSC is an eligible URBAN applicant with a United States Department of Education NCES Locale Code of 12 – Midsize City.
- **Competitive Preference Priority # 3:** SBCSC serves 25% of enrolled students from low-income families (6,490 low-income students / 26,273 estimated population ages 5 – 17 = 25%) based on United States Census Small Area Income and Poverty Estimates.

CALL: Multi-Layered Project Design			
Layer of Service	Components	Alignment to Needs	Alignment to Project Objectives / Outcomes
Layer 1: Student Interventions and Extended Learning	<ul style="list-style-type: none"> • Summer Learning • School Year Enrichment • Literacy Mentors 	<ul style="list-style-type: none"> • <u>Need 1:</u> Extended learning opportunities that support reading proficiency and student achievement. 	<ul style="list-style-type: none"> • <u>OBJECTIVE 1:</u> Increase academic performance of students in Reading and English Language Arts.
Layer 2: Educator Professional Development	<ul style="list-style-type: none"> • 5 Dimensions Framework • Literacy Essentials • Blended Learning • Mentor Support 	<ul style="list-style-type: none"> • <u>Need 2:</u> Educators need access to quality professional development to promote increased effectiveness. 	<ul style="list-style-type: none"> • <u>OBJECTIVE 2:</u> Increase educator capacity to identify problems of practice and to utilize evidence-based literacy education strategies.
Layer 3: Media Center Enhancements / Acquisitions	<ul style="list-style-type: none"> • Improved Libraries / Media Centers • Technology/Software • Book/Media Purchases 	<ul style="list-style-type: none"> • <u>Need 3:</u> Low-income families lack access to literacy resources that nurture a love of reading. 	<ul style="list-style-type: none"> • <u>OBJECTIVE 3:</u> Increase diversity of age-appropriate literacy resources for low-income students.
Layer 4: Parent and Community Support	<ul style="list-style-type: none"> • Book Distribution to Level 1 Students • Family/Community Literacy Activities 	<ul style="list-style-type: none"> • <u>Need 4:</u> Low-income families lack access to home/community supports that nurture a love of reading. 	<ul style="list-style-type: none"> • <u>OBJECTIVE 4:</u> Increase capacity of parents and community to engage students in literacy activities.

Implementation of *CALL* will help South Bend Community School Corporation and collaborating partners meet and exceed the following project Goal, Objectives and Outcomes:

CALL Project Goal, Objectives and Outcomes
<u>PROJECT GOAL:</u> To expand access to literacy development initiatives for low-income students.
<u>OBJECTIVE 1:</u> Increase academic performance of students in Reading and English Language Arts.
<u>Outcome 1.1:</u> CALL will raise student achievement on Indiana state Reading and ELA assessments.
<u>Outcome 1.2:</u> CALL will reduce literacy remediation rates in South Bend schools.
<u>OBJECTIVE 2:</u> Increase educator capacity to utilize evidence-based literacy education strategies.
<u>Outcome 2.1:</u> CALL will improve educator ability to teach critical early literacy foundation skills.
<u>Outcome 2.2:</u> CALL will improve educator ability to utilize technology / digital media in literacy instruction.
<u>OBJECTIVE 3:</u> Increase diversity of age-appropriate literacy resources for low-income students.
<u>Outcome 3.1:</u> CALL will increase at-home access to age-appropriate books for high-needs students.
<u>Outcome 3.2:</u> CALL will increase size, enhance diversity and modernize library media center collections.
<u>OBJECTIVE 4:</u> Increase capacity of parents and community to engage students in literacy activities.
<u>Outcome 4.1:</u> CALL will improve family participation and strategies around literacy improvement.
<u>Outcome 4.2:</u> CALL will engage local libraries to provide year-round activities that inspire reading.

Ongoing Process and Outcome evaluation conducted by an experienced evaluation team will measure required GPRA and performance measures to solicit feedback and promote improvement.

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](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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CALL: Celebrating Achievement in Literacy thru Libraries

PROJECT NARRATIVE

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South Bend Community School Corporation, LEA and fiscal agent

ABSOLUTE PRIORITY 1 -- Projects, Carried Out in Coordination with School Libraries, for Book Distribution, Childhood Literacy Activities, or Both. South Bend Community School Corporation (SBCSC), an eligible, high-needs Local Education Agency (SAIPE Census Poverty 25%), proposes an Innovative Approaches to Literacy (IAL) grant entitled *CALL: Celebrating Achievement in Literacy thru Libraries*. Multi-Layered project services, supported by Evidence of Promise and a Logic Model (Theory of Change), will improve literacy education for 15,666 students in grades PK-12, including: (1) Student Interventions and Extended Learning; (2) Educator Professional Development; (3) Library / Media Center Enhancements and Acquisitions; and (4) Parent and Community Support.

ABSOLUTE PRIORITY 2 – Project’s Learning Environment Is Racially, Ethnically, Culturally, Disability Status, Linguistically Responsive / Inclusive, Supportive and Identity-Safe.

South Bend Community School Corporation is dedicated to creating and sustaining learning environments that provide equal access to services and equity in learning for students in all schools and all grade levels. SBCSC will provide equal opportunity for participation and employment without regard to actual or perceived age, gender, race, ethnicity, religion, disability, veteran status, sexual orientation, gender identity or other protected class.

COMPETITIVE PRIORITY 2 -- Urban Applicants. South Bend Community School Corporation, located in St. Joseph County, Indiana, is designated a *City, Midsize* in the National Center for Education Statistics (NCES) with a qualifying locale code of 12, thus qualifying for five (5) bonus points under Competitive Preference Priority 2 (see NCES data in *Appendix*).

COMPETITIVE PRIORITY 3 -- Supporting Students from Low-Income Families.

South Bend Community School Corporation (SBCSC) is an eligible urban LEA serving high-need, diverse, impoverished youth from low-income families. SBCSC serves 25% of enrolled students from low-income families (6,490 low-income students / 26,273 estimated population ages 5 – 17 = 25%) based on United States Census Small Area Income and Poverty Estimates (see *Appendix* for U.S. Census SAIPE School District Estimates for Indiana Public Schools).

(A) SIGNIFICANCE.

(1) Significance of problem / issue to be addressed by project. South Bend Community School Corporation – located in South Bend, Indiana – is the fourth largest public school district in the state, serving more than 15,500 students and families impacted by poverty, lack of access to academic support programs, low achievement rates and an entrenched cycle of low education attainment. SBCSC strives to provide urban,

South Bend Community School Corporation, LEA and fiscal agent

underserved, low-income students with a high-quality education that addresses the needs of the district, schools, educators, students, families and the community. To meet diverse and changing needs, SBCSC convened an *Innovative Approaches to Literacy* Task Force – comprised of district administrators, curriculum specialists, principals, literacy coaches, teachers, students and families – to design a comprehensive *IAL* initiative that will help the district improve the quality of education, raise student achievement and increase equity in learning. During planning, the Task Force identified multiple barriers / needs that impede the success of South Bend students, including: (1) Educator Needs; (2) Student Needs; (3) Family Needs; (4) COVID Reentry Needs; and (5) Gaps and Weaknesses. (1) Educator Needs. Educators across all SBCSC schools – principals, assistant principals, teachers, specialists – lack access to professional learning and educator quality supports that improve literacy instruction across all grade levels, PK – 12. High-need schools are unable to engage in programs that elevate educator expertise and increase educator capacity to integrate proven literacy instructional strategies that raise student achievement in classroom learning and across curricular subjects.

SBCSC EDUCATOR / STUDENT SNAPSHOT						
Number (full time) / Race / Ethnicity	Teachers	Majority	Minority	Students	Majority	Minority
	1,364	79%	21%	15,666	36%	63%
SBCSC EDUCATOR SNAPSHOT – Years of Experience						
Yrs of Experience	0-2 Yrs	3-5 Yrs	6-10 Yrs	11-15 yrs	16-20 Yrs	20+ Yrs
	21.6%	11.1%	15.0%	15.9%	12.8%	23.7%
SBCSC EDUCATOR SNAPSHOT – Years of Experience						
Effectiveness Ratings	Highly Effective	Effective	Improvement Needed		Ineffective	
	66.5%	31.7%	1.6%		0.2%	

Ongoing struggles to maintain adequate school funding given a trend of decreasing enrollment as students leave the district for education alternatives has resulted in the reduction and elimination of professional learning programs in high-need urban schools. SBCSC educators do not participate in individualized professional learning focused on literacy due to a chronic lack of funding for educator quality supports. (2) Student Needs. South Bend Community School Corporation knows the power of literacy to transform a school district. Our students struggle to learn across core academic subjects. The following chart highlights the percentage of students who are **BELOW** proficient on the 2019 state ISTEP+ / ILEARN achievement exams (last available data – test was not given during 2019-2020 school year due to COVID19):

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School Name (alpha, by grade levels)	Students 2020-21	Free/Red Lunch %	ELA % Failing*	Math % Failing*	Science % Failing**	State Grade
Coquillard Elementary	276	74%	92.6%	90.7%	82.1%	F
Darden Elementary	411	58%	77.9%	78.0%	73.3%	D
Harrison Elementary	620	70%	91.2%	91.2%	92.2%	D
Hay Elementary	295	71%	76.8%	72.8%	85.4%	D
Kennedy Academy	619	50%	51.1%	44.7%	45.6%	B
Lincoln Elementary	456	70%	83.7%	78.7%	84.4%	D
Madison STEAM	591	83%	93.5%	89.7%	92.9%	C
Marquette Montessori	537	57%	78.9%	83.2%	82.9%	F
Marshall Traditional	365	53%	67.2%	61.3%	71.4%	D
McKinley Elementary	439	73%	79.5%	82.2%	89.9%	D
Monroe Elementary	350	73%	91.6%	86.5%	84.0%	D
Muessel Elementary	313	71%	94.5%	92.1%	100.0%	F
Nuner Elementary	485	65%	79.8%	76.8%	81.7%	C
Swanson Traditional	361	39%	43.0%	30.4%	59.4%	B
Tarkington	215	61%	63.4%	65.9%	66.7%	A
Warren	226	61%	87.2%	74.4%	86.0%	D
Wilson	377	79%	87.8%	78.9%	86.5%	F
ELEMENTARY AVERAGE	6,936	65%	78.8%	75.1%	80.3%	D
Clay International	472	62%	77.0%	79.8%	84.5%	D
Dickinson Arts Academy	671	81%	84.1%	94.3%	94.6%	D
Edison Middle	465	78%	82.6%	90.3%	81.0%	F
Jackson Middle	585	81%	88.1%	93.0%	93.1%	D
Jefferson Traditional	547	62%	63.0%	71.0%	67.8%	C
LaSalle Academy	513	60%	45.7%	50.7%	41.2%	B
Navarre Middle	531	85%	89.9%	92.3%	93.1%	F
MIDDLE AVERAGE	3,784	73%	75.8%	81.6%	79.3%	D
Adams High	1,949	58%	41.4%	74.6%	72.2%	A
Clay High	857	63%	61.0%	78.0%	83.1%	C
Riley High	1,133	64%	48.4%	77.2%	79.2%	B
Rise Up Academy	202	71%	N/A<10	N/A<10	N/A<10	C
Washington High	805	80%	76.5%	94.5%	95.3%	C
HIGH SCHOOL AVERAGE	4,946	67%	56.8%	81.1%	82.5%	C
SBCSC TOTALS/AVERAGES	15,666	68%	70.5%	79.3%	80.7%	C

Source: *IDOE ISTEP Gr 3 & 8; Gr 10, 2019; **ILEARN Science Gr 10, 2019 (last available).

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In addition to high failure rates, serious achievement gaps distinguish middle and high school student subgroups, with minority and economically-disadvantaged students performing far below state standards and scoring from 26 - 37 points below more affluent SBCSC students:

CALL : Secondary Student Subgroup Achievement Gaps				
Education Indicator	White Students	Non-White Students	Non-F/R Lunch Students	F/R Lunch Eligible Students
% ELA Below Proficient - Middle	55.2%	81.7%	57.2%	81.7%
% Math Below Proficient - Middle	61.9%	87.8%	62.3%	87.7%
Ave Middle ELA/Math Failure Rate	58.6%	84.8%	59.7%	84.7%
% ELA Below Proficient - High	27.7%	64.6%	36.7%	67.2%
% Math Below Proficient - High	58.0%	89.7%	63.4%	86.9%
Average HS ELA / Math Failure Rate	42.9%	77.2%	50.1%	77.1%
Ave Graduation Rate - High Schools	80.5%	70.1%	70.2%	84.1%

Source: IDOE ISTEP Grade 6 / Grade 10, 2019 (most recent data available).

Low-income middle school student failure rates across ELA and Math assessments average 25 points higher than non-free / reduced lunch peers; More than 90% of non-white SBCSC students are low-income. Students who struggle to read feel the impact in math and science. Across all grade levels – elementary, middle and high school – an average of 7 out of every 10 SBCSC students are failing in reading, with 8 out of 10 failing math and science.

(3) Family Needs. The communities served by SBCSC are impacted by elevated levels of poverty that exceed state and national averages and low education attainment, resulting in a chronic lack of opportunities.

2019 Census Statistics: Target Area	% Persons Under 18 Yrs. In Poverty	Median Household Income	% Bachelor Degree
South Bend, IN (location of target schools)	24.7%	\$41,674	26.2%
St. Joseph County (location target schools)	22.1%	\$52,769	29.6%
Indiana – Statewide	17.8%	\$57,603	35.7%
United States	14.4%	\$68,703	36.0%

Failure across low-income students greatly impacts future education attainment of SBCSC youth and reduces future potential for growth and success of students, families and communities.

Education Attainment (46601 Zip Code)	Target Area	Indiana	Nation
% South Bend Adults with High School Diploma	68.2%	88.1%	86.3%
% South Bend Adults with Bachelor Degree	16.8%	24.6%	30.1%

Source: U.S. Census (46601 Zip Code), 2019.

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Education attainment statistics demonstrate significant need for improved programs to increase the number of low-income students who graduate from high school and succeed in postsecondary education and careers. Too many low-income students fail to complete high school, leaving them woefully prepared for their futures. The academic, economic and social future of South Bend and St. Joseph County, Indiana is at risk of serious erosion and decline unless these trends are reversed. Graduation rates in 2019 are down an average of 13.5 points from 2018 rates and have declined rapidly over five years, as seen in the following chart:

Non Waiver Graduation Rates	2019	2018	2017	2016	2015
Adams High School	75.3%	81.1%	81.2%	83.5%	79.8%
Clay High School	51.2%	72.7%	72.2%	81.0%	81.7%
Riley High School	65.7%	71.1%	75.0%	74.7%	74.9%
Rise Up Academy	9.3%	15.4%	20.2%	26.9%	29.0%
Washington High School	37.2%	65.5%	64.5%	67.8%	66.8%
AVERAGES	47.74%	61.16%	62.62%	66.78%	66.44%

Source: Indiana Department of Education

Innovative Approaches to Literacy grant funding is needed to bring the kinds of interventions, enrichment experiences and educator professional learning opportunities critical for success. The impact of Educator, Student and Family needs on academic achievement and education attainment is unmistakable. Pervasive need and lack of opportunities create barriers that limit the ability of students to learn and succeed in underserved schools. (4) COVID Reentry Needs. South Bend Community School Corporation, like school districts throughout the nation, continue to face significant challenges imposed upon them by the COVID-19 pandemic. SBCSC schools were closed to in-person instruction in March 2020 and operated on a hybrid schedule of classroom and eLearning during the 2020-2021 school year. As schools face the reality of student and educator reentry into pre-COVID educational environments, our schools recognize that the duration of the COVID-19 hiatus from school settings has resulted in numerous social and emotional challenges – to both students and educators – upon reentry into traditional, in-person, school social and learning environments. Schools and faculty are ill-prepared to address and mitigate these new challenges that will impact youth and educators in diverse ways. Schools require new supports to help students, families and educators transition from a full year of mostly remote learning to in-person educational environments. *CALL* will launch a culture-based social / emotional learning strategy as part of its literacy-programming, to support educators and youth as they reenter school social and academic environments and cope with the stress of COVID-19 reentry and the effects of new strains and fluid responses to deal with them.

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(5) Gaps and Weaknesses. The SBCSC *IAL* Task Force convened to assess district needs and propose solutions that fill gaps and strengthen weaknesses in literacy programs and strategies. *CALL* – the result of collaborative planning, research, design and compromise – will help SBCSC improve literacy instruction and literacy programs in 29 high-need schools, enhance learning opportunities for approximately 12,037 low-performing students (the average number of students failing in ELA, Math, Science) - this is 76.83% of the total number of SBCSC students), fill gaps in current programs and raise student achievement.

Gaps / Weaknesses	Significant Strategies
Need 1: Interventions / extended learning opportunities that support reading proficiency and achievement.	
Gap 1: High poverty schools lack resources to provide interventions and extended learning options to promote literacy.	<i>CALL</i> will offer PK – 12 students in lowest-performing schools, school-year literacy interventions, enrichment and summer learning camps aligned to Indiana Content Standards (Layer 1).
Need 2: Educators need access to quality professional development to promote increased effectiveness.	
Gap 2: Schools lack resources to invest in professional development that improves teacher quality and classroom instruction.	<i>CALL</i> will provide teachers, library media and reading specialists professional learning to improve instructional competencies and diversify teaching and learning strategies in classrooms (Layer 2).
Need 3: Students need access to culturally-relevant, age-appropriate reading materials in school libraries.	
Gap 3: Schools lack resources to invest in reading materials and technology that are culturally-relevant and age-appropriate.	<i>CALL</i> will provide libraries with books and technology that excite students, inform them and connect them to a world of imagination that ultimately cultivates a love of reading and learning (Layer 3).
Need 4: Low-income families lack access to literacy resources that nurture a love of reading at home.	
Gap 4: A lack of family resources results in limited access to age and culturally-appropriate books for students at home.	<i>CALL</i> will distribute free books to children to create home libraries and will support literacy activities for families and communities that build capacity for academic improvement and success (Layer 4).

Local resources are limited. COVID has harshly impacted our school community. South Bend schools need financial assistance to implement innovative academic programming, professional development and enrichment experiences that ground literacy development in a multi-cultural context to increase reading skills and raise student achievement in low-performing schools.

(2) Building Local Capacity to Provide/Improve/Expand Services Addressing Targeted Needs.

Implementation of *CALL* will provide SBCSC with the resources to improve literacy outcomes and instruction across all grade levels, PK – 12. *CALL* will build district, school and educator capacity to meet the needs of South Bend students enrolled in high-poverty, low-performing schools:

CALL: Building Capacity to Meet Needs

Need 1: Interventions / extended learning opportunities that support reading proficiency and achievement.

- *CALL* will expand literacy-focused learning for PK-12 youth through summer and school-year initiatives and interventions designed to raise achievement and integrate literacy throughout core subjects (Layer 1).
- *CALL* will expand district capacity to provide professional learning opportunities focused on improving literacy outcomes that invest in innovative teaching and learning effort (Layer 2).
- *CALL* will expand and diversify library media center collections and improve student access to at-home literacy resources that help raise student achievement (Layer 3).

Need 2: Educators need access to quality professional development to promote increased effectiveness.

- *CALL* professional learning will build educator capacity to implement evidence-based instructional strategies that improve students’ literacy skills and result in improved student achievement (Layer 2).
- *CALL* will expand district coaching capacity by hiring one elementary, one middle and one high school Literacy Instructional Coach to provide embedded professional learning across all grade levels, PK – 12 (Layer 2).
- *CALL* will launch innovative Badging effort to motivate educators to invest in professional growth through self-selected, literacy-focused professional development linked to existing district Career Ladder efforts (Layer 2).

Need 3: Students need access to culturally-relevant, age-appropriate reading materials in school libraries.

- *CALL* will build SBCSC capacity to create libraries and media centers that engage students in culturally-relevant, age-appropriate reading materials, interventions and learning experiences that improve/enhance literacy (Layer 1).
- *CALL* will provide multiple professional learning opportunities to increase educator capacity to utilize technology-rich, literacy-focused resources in classrooms and library media centers (Layer 2).
- *CALL* will increase library media center capacity to support school-based and at-home literacy development by improving print and technology-based media that reflect diverse student enrollment of SBCSC schools and diverse needs of elementary, middle and high school students (see Layer 3).

Need 4: Low-income families lack access to literacy resources that nurture a love of reading at home.

- *CALL* will launch a multi-year book distribution effort that builds at-home learning capacity by increasing the diversity / quantity of books aligned to state and grade level standards in highest-need SBCSC homes (Layer 4).

The Indiana Department of Education’s Early Literacy Task Force calls for an increase in district capacity to improve literacy outcomes through implementation of research-supported literacy practices, including: supporting teachers with literacy coaching, getting books into the hands of students and involving families in at-home learning. *CALL* Layers of Service (see *Project Services*) align with state literacy recommendations and include strategies that will build district, school, family and community capacity to promote literacy for high-need students.

(3) Magnitude of Results, Especially Improvements in Teaching / Student Achievement.

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CALL is designed to improve literacy and academic outcomes for low-income students impacted by chronic failure, equity gaps in education and limited access to academic programs. Implementation of the five-year grant project will yield lasting and positive outcomes amplified by sustainable services that will benefit students beyond the grant. The magnitude of results includes Local and External Magnitude, and is not limited to, the following quantifiable results:

CALL Local Magnitude of Results
CALL Layer of Service 1: Interventions and Extended Learning
<ul style="list-style-type: none"> • CALL will provide school-year literacy interventions for students enrolled in 29 high-need schools (17 elementary, 7 middle and 5 high) per year for the five-year project (total magnitude of interventions and learning opportunities = a minimum of six, individual student opportunities). • CALL will provide after-school and summer learning opportunities for students enrolled in 29 high-need schools (17 elementary, 7 middle and 5 high) per year for the five-year project (total magnitude of after school and summer opportunities = a minimum of one dozen individual student opportunities).
CALL Layer of Service 2: Professional Development
<ul style="list-style-type: none"> • CALL will provide literacy-focused professional development that expands educator capacity to implement evidence-based practices in 29 high-need, urban schools serving 12,037 high-need students and their families. • CALL will provide Career Ladder-linked Badging opportunities for educators across all grade levels and schools.
CALL Layer of Service 3: Library and Media Center Enhancements and Acquisitions
<ul style="list-style-type: none"> • CALL will facilitate acquisition of 17,000 print books and diverse technology-based streaming media to improve collections at 17 libraries and / or media centers serving 7,389 students.
CALL Layer of Service 4: Family and Community Supports
<ul style="list-style-type: none"> • CALL will facilitate distribution of up to 36,945 culturally-diverse, age-appropriate books to 7,389 students enrolled in 17 Priority Level 1 schools (see <i>Project Services</i>).
CALL Extended Magnitude of Results
<ul style="list-style-type: none"> • Dissemination Plan: SBCSC will implement a Dissemination Plan to inform local stakeholders and the regional, state and national education community of outcomes, successes, challenges and CALL efforts worthy of replication. SBCSC will ensure relevant project results; products and effective strategies are available via a district-managed CALL web portal. Grant managers will present at local and regional education conferences to share lessons learned and disseminate effective strategies launched during the project to other literacy practitioners. Dissemination of results will encourage replication of strategies in other school districts / schools – regionally, statewide and nationally – to amplify the magnitude of results beyond local outcomes to additional schools in need of innovative approaches to improve literacy. • Virtual Network: During Years 4 and 5, SBCSC will extend access to a Virtual <i>Deeper Learning Communities of Practice</i> Network for Improvement in Literacy via streaming / virtual communication technology to educators beyond

CALL schools to grow a virtual network for improvement among literacy educators that sustains beyond the grant period. The *CALL* Virtual Network will facilitate replication of effective services in other schools and districts, build a peer network of learning among literacy educators and ensure federal investment in *CALL* reaches the greatest number of students, families, educators and schools in need, to maximize the magnitude of positive results.

(B) QUALITY OF PROJECT DESIGN.

(1) Goals, Objectives, Outcomes Clearly Specified and Measurable. *CALL: Celebrating Achievement in Literacy thru Libraries* provides innovative literacy programming for underserved PK–12 youth enrolled in underperforming South Bend schools. Implementation of *CALL* will help schools meet and exceed the following goal, objectives and outcomes:

CALL Project Goal, Objectives and Outcomes	
PROJECT GOAL: To expand access to literacy development initiatives for low-income students.	
OBJECTIVE 1: Increase academic performance of students in Reading and English Language Arts.	
Outcome 1.1: <i>CALL</i> will raise student achievement on Indiana state Reading and ELA assessments.	
Outcome 1.2: <i>CALL</i> will reduce literacy remediation rates in South Bend schools.	
OBJECTIVE 2: Increase educator capacity to utilize evidence-based literacy education strategies.	
Outcome 2.1: <i>CALL</i> will improve educator ability to teach critical early literacy foundation skills.	
Outcome 2.2: <i>CALL</i> will improve educator ability to utilize technology / digital media in literacy instruction.	
OBJECTIVE 3: Increase diversity of age-appropriate literacy resources for low-income students.	
Outcome 3.1: <i>CALL</i> will increase at-home access to age-appropriate books for high-needs students.	
Outcome 3.2: <i>CALL</i> will increase size, enhance diversity and modernize library media center collections.	
OBJECTIVE 4: Increase capacity of parents and community to engage students in literacy activities.	
Outcome 4.1: <i>CALL</i> will improve family participation and strategies around literacy improvement.	
Outcome 4.2: <i>CALL</i> will engage local libraries to provide year-round activities that inspire reading.	

External and continuous process / outcome evaluation of *CALL*, using validated FORECAST Model, will include assessment of GPRA Measures and project-specific Performance Indicators to provide feedback, promote improvement and maximize positive outcomes (see *Evaluation*). *CALL* is a multi-layered project designed to meet needs with services aligned to objectives:

CALL: Multi-Layered Project Design			
Layer of Service	Components	Alignment to Needs	Alignment to Project Objectives / Outcomes
Layer 1: Student Interventions and Extended Learning	<ul style="list-style-type: none"> • Summer Learning • School Year Enrichment 	<ul style="list-style-type: none"> • <u>Need 1:</u> Extended learning opportunities that support reading proficiency and 	<ul style="list-style-type: none"> • OBJECTIVE 1: Increase academic performance of students in Reading and English Language

	<ul style="list-style-type: none"> • Literacy Mentors 	student achievement.	Arts.
Layer 2: Professional Development	<ul style="list-style-type: none"> • <i>5 Dimensions</i> Framework • Literacy Essentials • Blended Learning • Mentor Support 	<ul style="list-style-type: none"> • <u>Need 2:</u> Educators need access to quality professional development to promote increased effectiveness. 	<ul style="list-style-type: none"> • OBJECTIVE 2: Increase educator capacity to identify problems of practice and to utilize evidence-based literacy education strategies.
Layer 3: Media Center Enhancements / Acquisitions	<ul style="list-style-type: none"> • Improved Libraries / Media Centers • Technology/Software • Book/Media Purchases 	<ul style="list-style-type: none"> • <u>Need 3:</u> Low-income students lack access to literacy resources that nurture a love of reading. 	<ul style="list-style-type: none"> • OBJECTIVE 3: Increase diversity of age-appropriate literacy resources for low-income students.
Layer 4: Parent and Community Support	<ul style="list-style-type: none"> • Book Distribution to Level 1 Students • Family/Community Literacy Activities 	<ul style="list-style-type: none"> • <u>Need 4:</u> Low-income families lack access to home/community supports that nurture a love of reading and learning. 	<ul style="list-style-type: none"> • OBJECTIVE 4: Increase capacity of parents and community to engage students in literacy activities.

(2) Project Design Appropriate to Needs of Target Population. CALL Layers of Service were identified by a Planning Task Force to meet the needs of SBCSC students, families, educators and schools. The Project Design was organized into Layers of Service that provide structure and focus to literacy programming, ensuring needs are intentionally addressed by evidence-based strategies that raise student achievement. Each Layer of Service addresses one or more needs identified by the Task Force, including:

CALL Program Design Alignment to Needs
<p><u>Need 1: Interventions / extended learning opportunities that support reading proficiency and achievement.</u></p> <ul style="list-style-type: none"> • <u>Layer 1 Student Interventions / Extended Learning</u> – Summer Camps, Learning Excursions and School-Year Interventions and Enrichment will expand the diversity and availability of literacy-centric education opportunities for SBCSC students. Expanded access to literacy programs will increase student engagement in learning that promises to reduce chronic failure in schools, close achievement gaps separating students of color and students of poverty from higher performing peers and support learning across academic subjects thru improved reading comprehension.
<p><u>Need 2: Educators need access to quality professional development to promote increased effectiveness.</u></p> <ul style="list-style-type: none"> • <u>Layer 2 Educator Professional Development</u> – CALL will provide diverse professional learning opportunities that promise to raise educator effectiveness and improve literacy instruction across grades, PK–12. Professional learning aligned to evidence-based <i>5 Dimensions of Teaching and Learning</i> framework, classroom embedded Instructional Coaching that targets the problems of practice impacting individual educators, vendor learning to support effective use of diverse learning tools and an innovative Badging initiative that will promote self-selected professional growth and lead to Career Ladder opportunities will combine to improve educator quality and capacity to engage students.
<p><u>Need 3: Students need access to culturally-relevant, age-appropriate reading materials in school libraries.</u></p>

• Layer 3 Media Center Enhancements / Acquisitions – *CALL* will facilitate improvement of SBCSC library media center print and technology-based collections at Priority schools to diversify extremely limited / dated library book collections and increase the cultural-relevance of collections so youth learning in high-poverty, urban schools connect to the learning resources available to them in district library media centers. Expanded collections and access to digital streaming content will ensure students and classroom educators have greater access to the tools required to raise student achievement in literacy and all academic subjects.

Need 4: Low-income families lack access to literacy resources that nurture a love of reading at home.

• Layer 4 Parent and Community Support – *CALL* will launch a book distribution effort to get books into the homes of highest-need students and families who lack the resources to acquire vital print materials proven to increase student and family literacy skills and reading levels. Books will be distributed to students enrolled in Priority Level 1 (“F” and “D”) schools to build a love for reading, at home, that translates to improved literacy outcomes for students. Community resources such as the St. Joseph County Public Library will provide literacy activities for students and families after school and during the summer and will be a resource for SBCSC teachers as they focus on reading.

(3) Exceptional Approach for Meeting Statutory Purposes / Requirements. *CALL* is a multi-layered project that represents an exceptional approach to meeting the statutory requirements of the *Innovative Approaches to Literacy* program. According to the Federal Register funding opportunity description, the “*Innovative Approaches to Literacy* program supports high-quality programs designed to develop and improve literacy skills for children and students from birth through 12th grade in high-need local educational agencies (LEAs) and schools.” South Bend Community School Corporation, an eligible LEA with poverty rates exceeding the minimum regulatory threshold, convened an *IAL* Planning Task Force to design a program that meets critical literacy and learning needs while responding to the program requirements identified by the U.S. Department of ED. Program Design alignment to statutory purpose of grant includes:

CALL: Multi-Layered Project Design		
Layer of Service	Components	Alignment to Statutory Purpose / Requirements (per Federal Register Announcement)
Layer 1: Student Interventions / Extended Learning	<ul style="list-style-type: none"> • School Year Interventions • School Year Enrichment • Learning Excursions • After School Enrichment • Summer Enrichment • Literacy Mentoring 	<ul style="list-style-type: none"> • (1) develop and enhance effective school library programs, which may include providing professional development for school librarians, books, and up-to-date materials to high-need schools • (2) ... provide developmentally appropriate books and recommendations to parents to encourage them to read aloud to their children starting in infancy
Layer 2:	<ul style="list-style-type: none"> • <i>5 Dimensions of Teaching and</i> 	<ul style="list-style-type: none"> • (1) develop and enhance effective school library programs,

Educator Professional Development	<i>Learning Framework</i> <ul style="list-style-type: none"> • Literacy Coaching / Badging • Literacy Badging • Vendor Training / Courses • Virtual Deeper Learning Network 	which may include providing professional development for school librarians, books, and up-to-date materials to high-need schools
Layer 3: Media Enhancements / Acquisition	<ul style="list-style-type: none"> • Enhanced Library/Media Centers • Library / Media Center Book, Technology Distribution 	<ul style="list-style-type: none"> • (1) develop and enhance effective school library programs, which may include providing professional development for school librarians, books, and up-to-date materials to high-need schools
Layer 4: Family / Community Support	<ul style="list-style-type: none"> • Family Book Distribution • Family Literacy Activities • Community Literacy Activities 	<ul style="list-style-type: none"> • (3) provide high-quality books on a regular basis to children and adolescents from low-income communities to increase reading motivation, performance, and frequency. • (2) ... provide developmentally appropriate books and recommendations to parents to encourage them to read aloud to their children starting in infancy

(4) Project Demonstrates a Rationale. A planning Task Force comprised of district administrators, literacy specialists, classroom teachers, parents and students designed *CALL* to meet the needs of underperforming students by launching, expanding and sustaining evidence-based literacy development practices grounded in strong theory that demonstrates a rationale for the project design. The **CALL Logic Model** will be used by grant managers and evaluators to monitor progress and achievement of implementation benchmarks and project outcomes during the five-year grant period (10/1/21 to 9/30/26).

CALL Logic Model

PROJECT GOAL: To expand access to literacy development initiatives for low-income students.				
OBJECTIVE 1: Increase academic performance of students in Reading and English Language Arts.				
OBJECTIVE 2: Increase educator capacity to utilize evidence-based literacy education strategies.				
OBJECTIVE 3: Increase diversity of age-appropriate literacy resources for low-income students.				
OBJECTIVE 4: Increase capacity of parents and community to engage students in literacy activities.				
INPUTS >	ACTIVITIES >	OUTPUTS >	SHORT TERM OUTCOMES >	LONG TERM OUTCOMES
<ul style="list-style-type: none"> • Knowledge of Evidence-Based Strategies 	<ul style="list-style-type: none"> •Layer 1: Interventions / Extended 	<ul style="list-style-type: none"> •Layer 1: Interventions / Extended Learning <ul style="list-style-type: none"> ○ Minimum 10 Summer 	<ul style="list-style-type: none"> • Increased number of books in school library media 	<ul style="list-style-type: none"> • Improved student love for reading • Increased cultural

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<ul style="list-style-type: none"> • IAL Grant Funding • South Bend Community School Corporation Expertise / Resources • Partner Expertise / Resources • District-funded Instructional Coaches 	<p>Learning</p> <ul style="list-style-type: none"> ○ School Year Interventions ○ School Year Enrichment ○ Learning Excursions ○ After School Enrichment ○ Summer Enrichment <p>•Layer 2: Professional Development</p> <ul style="list-style-type: none"> ○ 5 Dimensions Framework ○ Instructional Coaching ○ Badging ○ Vendor Learning ○ Virtual Network <p>•Layer 3: Media Acquisition</p> <ul style="list-style-type: none"> ○ Enhanced Library Media Centers <p>•Layer 4: Family / Community Support</p> <ul style="list-style-type: none"> ○ Family Book Distribution 	<p>Camps</p> <ul style="list-style-type: none"> ○ Reading lists for PK – 12 ○ Minimum 10 Learning Excursions per yr. ○ Minimum 2 literacy afterschool clubs at Level 1 schools <p>•Layer 2: Professional Development</p> <ul style="list-style-type: none"> ○ 5 Dimensions / Vendor Training at 29 schools ○ Instructional Coaching for Tier 1 and Tier 2 schools ○ Badging for 10 educators per year. ○ Virtual Network for 29 schools <p>•Layer 3: Media Acquisition</p> <ul style="list-style-type: none"> ○ Enhanced Library Media Centers/Level 1 schools <p>•Layer 4: Family / Community Support</p> <ul style="list-style-type: none"> ○ Family Book Distribution for students at Level 1 schools ○ Family and Community Literacy Activities 	<p>centers</p> <ul style="list-style-type: none"> • Increased number of books in homes of low-income students / families • Improved access to learning excursions • Increased access to literacy programs and materials • Expanded learning opportunities for high-need students • Expanded literacy-focused professional development opportunities • Annual Instructional Coaching • Annual Badging opportunities 	<p>awareness of students and educators</p> <ul style="list-style-type: none"> • Improved student achievement in reading at all grade levels, PK – 12 • Improved student achievement in science at all grade levels, PK – 12 • Increased equity in learning for students of color and students of poverty • Improved educator effectiveness in literacy instruction • Increased integration of technology in literacy programs • Diverse school – community partnerships that strengthen literacy programs
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The project links multiple **Layers of Service** to short-term, mid-term and long-term outcomes aligned to a broad, evidence-based *5 Dimensions of Teaching and Learning* framework developed by the University of Washington - Center for Educational Leadership in the College of Education. *CALL* was designed to enhance implementation of a districtwide *5 Dimensions of Teaching and Learning* approach to language, reading and literacy teaching / learning. *5 Dimensions* Framework promotes a deep understanding of social concepts by encouraging individuals to understand and question the attitudes, values, and beliefs of written

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texts, visual applications and spoken words. Development of the Framework pushes students to become thoughtful, active citizens. *CALL* will nurture the growth of critically literate students by helping youth – through Layers of Service (*Project Services*) – develop and master the ability to read, analyze, critique and question the messages inherently present within any form of text. Dr. Ernest Morrell, is the distinguished Coyle Professor of Literacy Education and Director of the Center for Literacy Education at the University of Notre Dame. He will support *CALL* efforts by providing additional access to text that is authentic and diverse (see *Appendix* for resume). The project links multiple Layers of Service to a broad, evidence-based framework. Each Layer of Service has at least one critical element of the Project Design supported by evidence of effectiveness that meets **Strong or Moderate *What Works Clearinghouse* standards**. The chart outlines evidence that *CALL* strategies yield positive outcomes / raise student achievement:

CALL: Evidence of Effectiveness	
Layer 1 - Literacy Interventions / Extended Learning	
Citation	Zvoch, K., & Stevens, J. J. (2012). <i>Early Childhood Research Quarterly</i> , 28(1), 24–32. Retrieved from http://dx.doi.org/10.1016/j.ecresq.2012.05.002 Retrieved from: https://eric.ed.gov/?id=EJ1007876
WWC Rating	Meets <i>What Works Clearinghouse</i> design standards Without Reservations. At Least One Statistically Significant Positive Finding.
ESSA Rating	Tier 3 – At Least One Finding Shows Promising Evidence of Effectiveness
Process	Single study review protocol 2.0.
Evidence	Strong Evidence of Support.
Study Outcomes	Results of randomized control trial indicate summer instruction supports learning during summer months and yields positive outcomes in literacy achievement in high-poverty students.
Relevance to Project	<i>CALL</i> proposes extensive summer and school-year learning that provides opportunities to engage youth in literacy-focused programs designed to raise achievement / reduce summer learning loss.
Layer 2 - Professional Development	
Citation	Parkinson, J., Salinger, T., Meakin, J., & Smith, D. (2015). Results from a three-year i3 impact evaluation of the Children’s Literacy Initiative (CLI): Implementation and impact findings of an intensive professional development and coaching program. Washington, DC: American Institutes for Research.
WWC Rating	Meets <i>What Works Clearinghouse</i> Standards Without Reservations. At Least One Statistically Significant Positive Finding.
Process	Review Standards 3.0; Teacher Training, Evaluation and Compensation Review Protocol 3.1
Evidence	Strong Evidence of Support.
Citation	Results of randomized control study demonstrate evidence that providing teachers with coaching and

Outcomes	professional development focused on pedagogical content knowledge can lead to positive changes in teachers’ practice and students’ achievement in literacy.
Relevance to Project	<i>CALL</i> proposes extensive professional development and a Literacy Instructional Coaching Model for educators to improve competency and instructional practice in literacy.
Layers 3 and 4 – Print Media Acquisition at School and at Home	
Citation	Piasta, S. B., Justice, L. M., McGinty, A. S., & Kaderavek, J. N. (2012). <i>Child Development</i> , 83(3), 810–820. Retrieved from: https://eric.ed.gov/?id=EJ965180
WWC Rating	Meets <i>What Works Clearinghouse</i> design standards Without Reservations. At Least One Statistically Significant Positive Finding
ESSA Rating	Tier 3 – At Least One Finding Shows Promising Evidence of Effectiveness
Process	Single study review protocol.
Evidence	Moderate Evidence of Support.
Citation Outcomes	Results of randomized control trial demonstrate that increases in student contact with print media improves literacy achievement.
Relevance to Project	<i>READ</i> includes investments in books / print media for both at-home use and to enhance school-based library media centers to increase student contact with age-appropriate print media.
<i>CALL</i> Research Base (see Appendix for Literature Cited)	
<ul style="list-style-type: none"> • 5 Dimensions Framework: A research-based tool developed by the University of Washington to help schools and districts create shared language for teaching and learning, scaffold the development of expertise and grow high-quality instructional practices. Version 4.5, released in 2020, is updated to reflect additional research on the science of learning and development and ways in which student experiences in school and classrooms influence their outcomes. • Literacy Assessment: The What Works Clearinghouse and the National Center for Education Evaluation and Regional Assistance (NCEE) found <i>Fountas & Pinnell Leveled Literacy Intervention</i> to have a positive effect on reading achievement and fluency based on a comprehensive review of available evidence. • Achieve 3000 Literacy Intervention: Correlational and pre-post evaluations of Achieve3000 have shown Lexile®/reading growth across all grade levels. Greater gains were realized for participating students who completed at least two reading sessions per week, students who scored 75% or higher on the multiple choice activity, students who scored below grade level two or more years, and English Learner students (National Lexile Study, 2014). • Summer Learning / Book Distribution: Randomized control study found access to self-selected books promotes summer learning and reduces summer setback in disadvantaged youth (Allington et al, 2010). 	
Layer 1 - Student Interventions and Extended Learning: Peer-Reviewed Research Base	
<ul style="list-style-type: none"> • Summer reading programs decrease summer reading loss in disadvantaged youth (Roman, et al., 2010). • Low-income/minority children are most impacted by summer learning loss/failure (Graham et al, 2011). • Critical literacy practices improve academic outcomes in disadvantaged students (Molden, 2007). 	

Layer 2 - Professional Development: Peer-Reviewed Research Base
<ul style="list-style-type: none"> • Teachers increase instructional effectiveness through integration of learning objects used to convey complex academic content, particularly in low-income, high minority schools (Guthrie, 2010). • Interaction with learning objects increases cultural inquiry, encourages development of new knowledge, promotes creative problem solving and increases engagement in learning experiences (Kay, 2007).
Layer 3 - Book Distribution: Peer-Reviewed Research Base
<ul style="list-style-type: none"> • Improved literacy results from easy access to books in school learning environments (Neuman, 1999). • Providing access to quality books students can select based on personal interests / choices is an important step to helping children improve their literacy skills throughout the school year (Spellings, 2005).
Layer 4 - Parent and Community Support: Peer-Reviewed Research Base
<ul style="list-style-type: none"> • Access to books in home learning environments promotes improved literacy (Capotosto & Kim, 2016). • The key to helping children maintain and even improve their literacy skills over the summer is providing access to quality books that they can choose based on personal interests (Rasco et al, 2012).

(C) QUALITY OF PROJECT SERVICES.

Ensuring Equal Access / Treatment of Underrepresented Groups. South Bend Community School Corporation (applicant) will provide equal access and treatment for eligible project participants (students / families / educators) from groups that have traditionally been underrepresented based on race, color, national origin, gender, religion, age, disability, Veteran status, sexual orientation, gender identity or other protected class for participation in *CALL* across all services. **Multi-Cultural Content:** *CALL* will engage participants in programs that explore multi-cultural content reflective of the diverse communities served by SBCSC schools. Literacy content – print and technology media – will introduce students, families and educators to diverse cultures and natural environments to motivate youth to explore beyond their limited experiences and celebrate the richness of targeted communities through curricula proven to engage students marginalized by poverty. Learning materials will be culturally-relevant and accommodate the needs of youth with physical, mental and / or emotional challenges. **Supplemental Activities:** Schools will ensure equal access to new and expanded programs and families will be encouraged to attend summer/school-year programming. Books will be distributed PK-8. *CALL* will comply with General Education Provisions Act, section 427.

Strategy	Equal Access Approach
Advisory Board Subcommittee	<ul style="list-style-type: none"> • Equity Subcommittee will publish statement to ensure uniform enforcement of equal access expectations; will develop formal complaint process to deal with grievances.
Participant Recruitment	<ul style="list-style-type: none"> • Recruitment for participation in project services (student, educator, family) will provide equal access regardless of social, economic or demographic characteristics.

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Project Marketing	<ul style="list-style-type: none"> • <i>CALL</i> schools will disseminate project materials in English, Spanish, and other languages, as needed, to eliminate language comprehension participation barrier.
Closing Poverty Gaps	<ul style="list-style-type: none"> • A Levels of Priority school engagement process will ensure students impacted by poverty have priority access to literacy programs otherwise unavailable to them.
Closing Gender Gaps	<ul style="list-style-type: none"> • Grant managers will work to ensure that <i>CALL</i> programming reflects equity in technology, literacy, STEM and other content, engaging all genders in all activities.
Closing Language Gaps	<ul style="list-style-type: none"> • <i>CALL</i> will ensure access to learning materials in multiple languages to minimize impact of language barriers on student success (English, Spanish, others as needed). • Culture-based learning linked to literacy will better engage students with barriers.
Special Ed (SE) Outreach	<ul style="list-style-type: none"> • SE teachers will participate in professional development and extended learning activities to ensure youth with special needs benefit from innovative literacy efforts.
Multi-Cultural Content	<ul style="list-style-type: none"> • Theme-based content of <i>CALL</i> designed to improve student, educator, family and community tolerance and celebrate cultural differences as a community strength.

(2) Services Are Appropriate to Needs of Intended Recipients or Beneficiaries. *CALL* will provide critical support to PK – 12 educators, students and families enrolled in 29 SBCSC schools. Layers of Service, aligned to needs and gaps in school literacy programs, include: Layer 1 – Student Interventions and Extended Learning; Layer 2 – Educator Professional Development; Layer 3 – Media Center Enhancements and Acquisitions; and Layer 4 – Family and Community Support.

LAYER 1 – Student Interventions and Extended Learning: Implementation of *CALL* will provide school-year interventions and enrichment and summer learning to expand literacy programs, increase student enthusiasm for and engagement in reading and diversify learning experiences for high-needs, underserved youth. **School-Year Interventions:** South Bend Community School Corporation will assess students for reading proficiency using MAP Fluency and DIBELS (being piloted in two elementary schools). Students who are behind grade level in reading will use The *Fountas & Pinnell Leveled Literacy Intervention*, a powerful, short-term intervention that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. *LLI* is supported by WWC research (see *Appendix*). In addition, *Achieve 3000* will be implemented to help students engage in, accelerate, and find success in learning, including those who are above and below grade-level readers, English learners, and those in need of special education services. A wide body of research, including a gold standard study with a rating of Strong from *Evidence for ESSA*, validates *Achieve 3000*'s approach to accelerated literacy growth for students across all grade levels and abilities. **School-Year Enrichment:** *CALL* will include expanded partnerships with Potawatomi Zoo, Snite

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Museum of Art at Notre Dame, The Historical Museum and the Children’s Museum of South Bend to enrich school-year learning. Nature-based literacy excursions to the Potawatomi Zoo will engage younger learners in the study of nature-based reading and writing through the lens of plants and animals. Trips to the Snite Museum of Art will integrate rich texts with visual counterparts. The Historical Museum will expand its partnership with schools to include cultural learning through oral histories, storytelling and multi-ethnic tales. Leaders will work with teachers, library media specialists and summer *CALL* educators to increase student awareness of South Bend cultures while developing language and reading skills. Children’s Museum of South Bend will expand existing school partnerships to include learning that links literacy with the study of science, technology, engineering and math. **Aldebaran NAO Robotics:** *CALL* will equip each school with a truly innovative learning tool – NAO (pronounced now) – an interactive, programmable, multi-linguistic, humanoid robot with full communication and interaction capabilities utilized in cutting edge education programs for all grade levels around the world. NAO will excite students through the wonder of robotics while providing school-year and summer multi-cultural / multi-lingual literacy instruction and games that improve critical thinking, expand vocabulary, integrate STEM into literacy and expand instructional capacity in classrooms by engaging students in interactive learning while teachers assist students with special needs and youth requiring greater individual support. **Literacy Mentors:** In partnership with the St. Joseph County Public Library, SBCSC will implement an innovative literacy mentorship program that connects high-needs students with adult mentors through a shared literacy experience. Mentors and mentees will read through a culturally-responsive book list and engage in reflection and discussion that promotes reading and provides social / emotional support for at-risk youth who lack vital family supports and lack encouragement to pursue and succeed in education. Students will be referred to the Literacy Mentors Project by classroom educators and school-based RTI counselors and mental health professionals. SBCSC will leverage extensive community partnerships to recruit mentors who will be subjected to background checks and screenings. **Summer Learning:** Schools will offer *CALL* summer camps to reduce summer learning loss and link literacy to exploration of diverse cultural groups, nationalities and natural environments. Camps will nurture development of literacy skills, promote diversity awareness, improve school climate through increased respect for multi-cultural perspectives and expose high-needs youth to the richness of South Bend, IN, the U.S. and the world, through reading. Camps will include:

Grade	<i>CALL</i> Camp Theme and Content	Learning Excursion
PK – Gr 3	• Life Outdoors: Stories of Weather, Nature and Animal Friends	• Potawatomi Zoo

	<ul style="list-style-type: none"> • Indiana Tales: Oral History, Ancestors and the Land 	<ul style="list-style-type: none"> • The History Museum
Gr 4 – 5	<ul style="list-style-type: none"> • Artful Reading: Bringing reading to life through art • Diverse Voices: Stories from Immigrant Homelands 	<ul style="list-style-type: none"> • Snite Museum of Art at Notre Dame
Gr 6 - 8	<ul style="list-style-type: none"> • Voices in Nature: Exploring nature through the written word. • Swimming Upstream: Science in Nature 	<ul style="list-style-type: none"> • Children’s Museum • St. Joseph Library

Students attending *CALL* summer camps will participate in field learning excursions to the local zoo, nature preserves/parks, art and history museums, science centers and libraries to ground reading exploration in local perspectives that expand the horizons of underserved youth.

LAYER 2 – Educator Professional Development: *CALL* will offer outstanding professional development for PK – 12 educators. Professional development will improve the pedagogy skills of classroom teachers, prepare classroom teachers and library media specialists to integrate multi-cultural, content and core academic subjects into diverse library media collections and equip educators, library media and reading specialists with skills needed to utilize technology to enhance literacy outcomes, including:

5 Dimensions of Teaching and Learning Framework
<ul style="list-style-type: none"> • Professional development by the University of Washington Center for Education Leadership will prepare classroom educators to align the <i>5 Dimensions</i> Framework to the recently adopted <i>StudySync McGraw-Hill</i> reading curriculum. SBCSC teachers have been trained in Tier 1. <i>CALL</i> will provide Tier 2 training for all.
SBCSC Reading Series Adoption
<ul style="list-style-type: none"> • <i>McGraw-Hill</i> literacy experts will provide coaching to SBCSC Reading Specialists in <i>CALL</i> schools using a train-the-trainer model to support integration of new <i>StudySync McGraw-Hill</i> reading curriculum and to support IN Law requiring reading proficiency for promotion from 3rd to 4th grade.
Indiana Early Literacy Initiative
<ul style="list-style-type: none"> • <i>IN Department of Education</i> professional development for library media specialists / classroom teachers / reading specialists on statewide Early Literacy Initiative designed to improve early reading outcomes for students of all grade levels reading at an early literacy achievement level.
Blended Learning
<ul style="list-style-type: none"> • <i>Virtual Deeper Learning Communities of Practice</i> will share Blended Learning strategies that integrate digital content into classroom teaching and learning and inform common problems of practice.
Achieve 3000 / NWEA MAP Fluency / Fountas & Pinnell Leveled Literacy / Wilson Foundations / Heggerty Phonemic Awareness / EL Supports / EL Tier 2 Successmaker / NAO Robotics
<ul style="list-style-type: none"> • <i>Achieve 3000</i> vendor training for library media specialists / classroom teachers / reading specialists. • <i>NWEA MAP Fluency</i> training for library media specialists / classroom teachers / reading specialists.

- *Fountas & Pinnell* vendor training for library media specialists / classroom teachers / reading specialists.
- *Wilson Foundations* 4-hour self-paced courses in how to use tools and strategies to improve student achievement in literacy - for reading / library media specialists / classroom teachers.
- *Heggerty Phonemic Awareness* 1-hour self-paced training for reading / library media / classroom teachers.
- *EL Supports/Tier 2 Successmaker* training for library media / reading specialists / classroom teachers.
- *NAO Robotics* vendor training for library media specialists / classroom teachers / reading specialists to promote interactive technology-based instruction in classrooms and during *Summer Camps* using NAO Robot instructional experiences in multiple languages and diverse streaming content.

Virtual Deeper Learning Communities of Practice

- Literacy Instructional Coaches (see *Management Plan*) will convene monthly *CALL Virtual Deeper Learning Communities of Practice* – utilizing live-streaming communication media (Zoom; Teams; SIBME/SWYVL technology, etc.) with recording capacity to archive sessions for repeat viewing – that engage educators in topical discussions aligned to literacy teaching and learning. *CALL Virtual Networks* will promote collaboration by providing a venue for sharing the solutions to common problems of practice, best practices, modeling effective strategies, mentoring and planning for team-teaching.

LAYER 3 – Media Center Enhancements / (Book) Distribution: *CALL* provides school libraries and media centers with strategies to expand access to age-appropriate, multi-cultural, multi-ethnic, multi-lingual literacy materials. Book distribution will promote in-school, literacy activities and programming, while expanding the diversity and volume of school-based library media center collections: **Library Media Centers:** Each year, five “F” and “D” high-poverty, low-achieving *CALL* schools will receive a collection of 1,000 books to improve library media centers at partner schools (23 schools over five years). Schools maintain limited print resources (Current Collections: average total 33,000 books in six libraries (“F” schools – 2,499 students); average 13 books per student) and students lack access to technology-based media that augment and diversify dated print collections. Enhanced library media center materials will diversify collections aligned to age-appropriate reading needs, academic subjects and multi-cultural content. Teachers will work with library media specialists at each school to select materials that fill gaps and will choose technology, software and streaming that enhances the ability of students to do current research (Improved Collections: 63,000 books in six libraries; 25 books per student [nearly DOUBLE the current average]).

LAYER 4 – Family and Community Support: *CALL* will distribute books to students and families during multiple school events to increase access to literacy materials and encourage increased family engagement. All students enrolled in partner schools will receive age-appropriate books that reflect the multi-cultural

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theme of *CALL* and align with grade level benchmarks and content standards. Schools will coordinate book distributions with quarterly dissemination of report cards, regularly scheduled parent-teacher conferences, family events hosted by *CALL* schools, and end-of-year celebrations. *CALL* will fund the acquisition of 62,475 age-appropriate books for direct distribution to 2,499 students and their families, grades PK – 8 served by *CALL* schools (5 books per student per year for total of 25 books per student during grant period). In addition to home book distributions, *CALL* partners such as the St. Joseph County Public Library will provide family literacy activities and opportunities for continuing education that cultivates a love for reading and lifelong learning.

***CALL* book distribution (Library / Media Centers and Families) will deliver 92,475 new books to highest needs schools and families who lack the resources to acquire them.**

(2) Likely impact of services to be provided by project on intended recipients of those services.

Implementation of *CALL* will generate short-term, mid-term and long-term positive outcomes that will have an immediate and lasting impact on students, families, schools and communities:

Short-Term Impacts
<ul style="list-style-type: none">• <i>CALL</i> will increase student and family access to literacy learning programs.• <i>CALL</i> will expand supports for highest-need youth through Levels of Priority approach to literacy supports.• <i>CALL</i> will link core academic subjects to literacy content / strategies to increase rigor of learning.• <i>CALL</i> will increase educator access to literacy-focused professional learning and coaching supports.• <i>CALL</i> will increase student / family access to multi-cultural library and at-home literacy resources.
Mid-Term Impacts
<ul style="list-style-type: none">• <i>CALL</i> will increase school readiness through literacy support across all grade levels, PK – 12.• <i>CALL</i> will improve literacy/academic instructional quality w/sustained, high-quality professional learning.• <i>CALL</i> will strengthen educator/student/family engagement through culturally-relevant literacy programs.• <i>CALL</i> will increase student / family participation in literacy efforts through Extended Learning initiatives.
Long-Term Impacts
<ul style="list-style-type: none">• <i>CALL</i> will increase achievement in low-performing schools thru enhanced literacy learning opportunities.• <i>CALL</i> will increase equity in learning by closing achievement gaps impacting students of color / poverty.• <i>CALL</i> will improve educator effectiveness through literacy-focused professional learning and Badging.• <i>CALL</i> will test effectiveness/replicability of learning model linking STEM to literacy to raise achievement.

The cumulative result of short-, mid- and long-term impacts will be the testing of an education strategy that improves academic, education attainment and career outcomes for students and strengthens literacy achievement among youth, families, schools and the community.

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(3) Extent to which services to be provided by project are focused on those with greatest needs.

SBCSC will prioritize delivery of innovative literacy services to highest-need students (and their families) enrolled in high-priority schools through a **Priority Level** strategy. SBCSC will categorize schools based on objective academic achievement data using state-approved school performance labels to deliver services appropriate to the needs of South Bend students and families. *CALL* will distribute services in varying degrees of intensity across three Levels of Priority. Students / families / educators in Priority Level 1 schools (those rated F or D by the state) will be served to the maximum extent possible; Students / families / educators in Priority Level 2 schools (rated C) will receive moderate supports to the extent possible based on capacity of services beyond Priority Level 1 demand; Students / families / educators in Priority Level 3 schools (B or A) will benefit from services to the extent capacity allows upon meeting Priority Level 1 and 2 demand. Schools in all Priority Levels will benefit from systemic improvements via professional learning and strengthened literacy supports. Priority Levels include:

School Priority	<i>CALL</i> School Priority Level Classification
Priority Level 1 F & D schools (17 Schools)	SBCSC schools receiving state-designated “F” or “D” Performance Label. “F” Schools: Coquillard, Marquette, Muessel, Wilson, Edison, Navarre. “D” Schools: Darden, Harrison, Hay, Lincoln, Marshall, McKinley, Monroe, Warren, Clay International, Dickinson and Jackson.
Priority Level 2 C schools (6 schools)	SBCSC schools receiving state-designated “C” Performance Label: Madison, Nuner, Jefferson, Clay High, Rise Up Academy and Washington.
Priority Level 3 B & A schools (6 schools)	SBCSC schools receiving state-designated “B” or “A” Performance Label: “B” Schools: Kennedy, Swanson, LaSalle, Riley. “A” Schools: Tarkington, Adams.

Service delivery across Priority Levels ensures students with the greatest need benefit most:

- Layer 1 Interventions and Extended Learning activities will serve students enrolled in Levels 1 and 2 throughout the grant period (Level 3 students will be served if capacity allows).
- Layer 2 Educator Professional Development will serve all schools – 1, 2 and 3 – based on capacity limits with Level 1 educators receiving priority over educators from Levels 2 and then 2 over 3.
- Layer 3 Media Center Enhancements / Book Acquisition activities will serve students and families from Level 1 schools (Level 2 schools, if capacity and funding allows).
- Layer 4 Family and Community Support will benefit students and families in all Levels 1-3.

(D) QUALITY OF MANAGEMENT PLAN.

(1) Adequacy of Management Plan to Achieve Objectives On Time/Within Budget w/Clearly Defined Responsibilities / Timelines / Milestones. Effective grant management with well-defined procedures will provide an administrative process to accomplish the goals and objectives of *CALL*. South Bend Community School Corporation (applicant / fiscal agent) will coordinate management plan procedures, including the following steps: **(1) Initiate Grant** – SBCSC will hire staff and host briefing with schools to launch *CALL*; **(2) Ensure Equal Access** – Partners will provide equal access and treatment for project participants without regard to race, color, national origin, gender, religion, veteran status, sexual orientation, gender identity, age, disability or other protected status for participation; **(3) Implement Records Management Protocol** – Project Director will maintain program files to document implementation, evaluation and fiscal milestones, from grant award through completion; **(4) Implement Fiscal Management Protocol** – SBCSC Finance Office will establish a system of accounting, cost management, reporting and auditing to promote efficient expenditure of funds; **(5) Implement Action Model** – Project Director, Advisory Board and Evaluation Team will develop FORECAST action model to align project services linked to *CALL* Timeline and Logic Model to ensure completion of project; **(6) Implement Procurement Protocol** – SBCSC will implement protocol to procure goods and services and manage acquisitions in compliance with applicable regulations; **(7) Implement Evaluation Plan** – Project Director and Evaluation Team will sustain ongoing evaluation to measure outcomes, collect feedback to promote improvement and provide leaders with guidance that ensures completion of Layers of Service. **On Time:** While SBCSC is ultimately responsible for administering *CALL*, the project is designed to foster collaborative decision-making across schools, as well as autonomous prioritization of needs. Expert coordination of all Layers of Service by SBCSC grant managers will ensure delivery of high-quality services in accordance with an extensive Timeline (see below) and Logic Model (see *Appendix*). SBCSC will collaborate across participating schools to expand the reach and impact of *CALL* and maximize positive outcomes. **Within Budget:** SBCSC and district partners will collaborate to maximize the use of local funds, in-kind services and grant resources. The Planning Task Force designed the budget to meet program goals and objectives, emphasizing inclusive education strategies that provide equal access for all youth and families while meeting the goals of *IAL*. Each budget line item is linked to one or more of the Absolute / Competitive Priority components and grant services. The budget is fiscally efficient while providing sufficient funds for targeted, comprehensive programming. The Project Director and SBCSC Finance Office will manage expenditures in accordance with appropriate state regulations and will prioritize

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allocations to ensure completion of the project. The Project Director and Advisory Board will coordinate with schools/partners to identify complementary programming and funds that expand the reach of *CALL* and sustain systemic changes. **Timeline:** The Task Force developed a detailed timeline with responsibilities and milestones to guide implementation of *CALL*. The Project Director and Evaluation Team will use the timeline to assure completion of programming/tasks/monitor progress during the 60-month grant:

CALL: Implementation Activity, Responsible Parties and Implementation Timeline				
October 1, 2021 - September 30, 2026 (Five Year Project)				
Responsible Party Key: Advisory Board (AB); Project Director (PD); Library / Media Specialists (LS); Teachers (T); Evaluators (ET); Families (F); Community (C)				
CALL Grant Administrative Activities				
Implementation Activity	Responsible Party	Implementation Timeline		
		Yr 1 (21-22)	Yr 2 (22-23)	Yrs 3-5 (23-26)
• <i>CALL</i> Advisory Board Meetings	PD,AB	Quarterly	Quarterly	Quarterly
• Evaluation Progress Monitoring/Conferencing	ET,PD	Monthly	Monthly	Monthly
• Outcome Data: Collect/Analyze/Adjust	ET,PD	Ongoing	Ongoing	Ongoing
• Evaluation Site Visits	ET,PD,T	Quarterly	Quarterly	Quarterly
• Align Content to Indiana Literacy Standards	PD,LS,T	Oct 2021	Oct 2022	Oct 23-25
• Extended Learning Student Recruitment	PD,LS,T	Ongoing	Ongoing	Ongoing
• Annual Performance Reporting	ET,PD	July 2021	July 2022	July 2023-25
• Annual Data Collection (Baseline in Year 1)	ET,PD,T	October 2021	October 2022	Oct 2023-25
• Final Performance Report	ET,PD	-	-	December 2026
Layer 1 – Student Interventions and Extended Learning				
Implementation Activity	Responsible Party	Implementation Timeline		
		Yr 1 (21-22)	Yr 2 (22-23)	Yrs 3-5 (23-26)
• School Yr Enrichment – Children’s Museum	PD,T,LS	Feb’22	Feb’23	Feb’24-’26
• School Yr Enrichment – Snite Museum of Art	PD,T,LS	Mar ‘22	Mar ‘23	Mar ’24-’26
• School Yr Enrichment – St. Joseph Library	PD,T,LS	May ‘22	May ‘23	May ’24-’26
• School Yr Enrichment – Potawatomi Zoo	PD,T,LS	June ‘22	June ‘23	June ’24-’26
• Literacy Mentoring	PD,T,LS	Ongoing	Ongoing	Ongoing
• Summer Learning – Summer Camps	PD,T,EE	July ‘22	July ‘23	July ’24-’26
• Summer Learning – Potawatomi Zoo / Museums	PD,T,LS	July’22	July ‘23	July ’24-’26
• Summer Learning – Libraries / Community Centers	PD,T,LS	July’22	July ‘23	July ’24-’26

Layer 2 – Educator Professional Development				
Implementation Activity	Responsible Party	Implementation Timeline		
		Yr 1 (21-22)	Yr 2 (22-23)	Yrs 3-5 (23-26)
• Framework – 5 Dimensions of Teaching/Learning	LS, T	June ‘19	June ‘20	June ‘21
• IDOE – Early Literacy Essentials Training	LS, T	Aug - May	Aug - May	Aug - May
• Virtual Network – Blended Learning Training	LS, T	June ‘19	June ‘20	June ‘21
• StudySync McGraw-Hill – Coaching	LS, T	Aug - May	Aug - May	Aug - May
• Vendor Training – Achieve 3000	LS, T	Nov ‘18	Aug ‘19	Aug ‘20
• Vendor Training – Fountas & Pinnell	LS, T	Nov ‘18	Aug ‘19	Aug ‘20
• Wilson Foundations – online self-paced training	LS, T	Nov ‘18	Aug ‘19	Aug ‘20
• Heggerty Phonemic – online self-paced training	LS, T	Nov ‘18	Aug ‘19	Aug ‘20
• EL Supports / Tier 2 Successmaker training	LS, T	Nov ‘18	Aug ‘19	Aug ‘20
• Vendor Training – NAO Robotics	LS, T	Jan ‘19	Jul ‘19	Jul ‘20
Layer 3 – Media Center Enhancements / Book Distribution				
Implementation Activity	Responsible Party	Implementation Timeline		
		Yr 1 (21-22)	Yr 2 (22-23)	Yrs 3-5 (23-26)
• Book Distribution – Level 1 Libraries/Media Centers	PD, LS	Jan 2022	Jan 2023	Jan 2024-6
• Library / Media Center Technology – Level 1	PD, LS, T	Jan 2022	Jan 2023	Jan 2024-6
• Library / Media Center Software – Level 1	PD, LS, T	Jan 2022	Jan 2023	Jan 2024-6
Layer 4 – Family and Community Support				
Implementation Activity	Responsible Party	Implementation Timeline		
		Yr 1 (21-22)	Yr 2 (22-23)	Yrs 3-5 (23-26)
• Book Distribution – Students in Level 1 Schools	PD, LS, T	June 2022	June 2023	June 2024-6
• St. Joseph Library Family Literacy Events	LS, T	Oct - May	Oct - May	Oct - May
• Children’s Museum Family Literacy Activities	LS, T	Oct - May	Oct - May	Oct - May
• CALL Take Home Family Literacy Activities	LS, T	Ongoing	Ongoing	Ongoing
• South Bend Community Literacy Celebration	LS, T	July 2022	July 2023	July 2024-26

(2) Feedback and Continuous Improvement: The CALL Planning Task Force designed procedures to: 1) ensure meaningful feedback; and 2) promote continuous improvement. **Feedback:** Procedures (including a comprehensive Timeline [see *Management Plan*] and fully-developed Logic Model [see *Project Design*]) will help Project Director, Advisory Board, schools and project partners provide the best possible programming. CALL feedback mechanisms will ensure diversity of perspectives influence project quality:

Participants	CALL Feedback Mechanisms
Advisory Board (Quarterly Meetings)	<ul style="list-style-type: none"> • Convene quarterly meetings to monitor implementation and expenditures; • Review evaluation data to assess magnitude of results / significance of outcomes; • Review / update <i>CALL</i> Timeline and Logic Model to facilitate project completion.
Project Director (Monthly Progress Conference Calls)	<ul style="list-style-type: none"> • Attend quarterly Advisory Board meetings to identify strengths and weaknesses; • Participate in monthly Evaluator progress monitoring conference calls; • Share evaluation results with Advisory Board and stakeholders and solicit input.
School Administrators (Quarterly Meetings)	<ul style="list-style-type: none"> • Serve as members of <i>CALL</i> Advisory Board and attend quarterly meetings; • Analyze academic performance data to assess magnitude of results; • Review Logic Model and content to ensure alignment with state standards.
Evaluation Team EduShift, Inc. (ave 10 hrs wk)	<ul style="list-style-type: none"> • Oversee qualitative and quantitative data collection efforts from participants; • Conduct monthly progress monitoring conference calls with Project Director; • Conduct focus groups and site visits to ensure fidelity with Logic Model / Timeline.
Teachers / Library Media Specialists (ave 1 hr per wk)	<ul style="list-style-type: none"> • Participate in site-based data collection efforts and complete evaluation tools; • Participate in Evaluator site visits / focus groups to provide operational feedback; • Complete annual surveys to provide operational / project quality feedback.
Students / Parents (annual surveys)	<ul style="list-style-type: none"> • Complete annual surveys to provide operational / project quality feedback; • Participate in Evaluator site visits / focus groups to provide operational feedback.

Continuous Improvement: The Advisory Board (see *Management Plan*) will convene quarterly meetings to assess progress and identify opportunities for improvement. Advisory Board oversight will include: Review of Learning Standards to align curricular activities and professional development with required content; Analysis of Participant Feedback to inform grant administrators and partners of strengths, weaknesses and alignment of services with stakeholder needs; Review of Services to assess individual effectiveness of each project element and cumulative outcomes of combined services; Assessment of School Data to measure literacy and academic growth during grant period; and Outreach to School Communities to ensure changing priorities are integrated into grant strategies to maximize outcomes, strengthen and sustain project.

(3) Time Commitments of Project Director, Key Personnel Adequate to Meet Objectives. Management of *CALL* will be a collaborative effort linking SBCSC and schools, guided by the following personnel: **Advisory Board (Quarterly Meetings):** Upon receiving a grant, the Planning Task Force will transition into an Advisory Board comprised of district administrators, teachers, library media specialists, parents, students and community partners. The Advisory Board will provide ongoing implementation and management guidance to the Project Director, meet quarterly to monitor progress aligned to the Absolute Priority and

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assess attainment of the goal and objectives. Advisory Board will promote collaborative activities and build partnerships that sustain services beyond grant. **Personnel:** SBCSC will recruit outstanding educators:

Position	Qualifications	Job Responsibilities
Project Director (0.5 FTE)	<ul style="list-style-type: none"> • Masters in Education • Five + yrs. primary / secondary education • Experience in PK-12 literacy and grants 	<ul style="list-style-type: none"> • Manage fiscal resources to ensure timely expenditures. • Lead Advisory Board to encourage collaboration. • Coordinate <i>CALL</i> Layers of Service across schools. • Supervise grant personnel to ensure quality of services. • Facilitate thorough evaluation and reporting of progress.
Library Media / Reading Specialist (Stipend Activities)	<ul style="list-style-type: none"> • Masters or Bachelors in Library Sciences • Three + yrs. PK-12 library experience • Experience in literacy 	<ul style="list-style-type: none"> • Provide direct instruction to PK – 12 students. • Collaborate with school-day educators to align content and integrate technology resources. • Manage book distribution / summer camps / excursions. • Complete professional development and evaluation.
Instructional Coaches (Stipend – TBH)	<ul style="list-style-type: none"> • Master in Education or Literacy. • 5 Yrs Literacy Instruction. • Experience in Peer Coaching. • Proven Ability to Raise Achievement 	<ul style="list-style-type: none"> • Collaborate with curriculum leaders to align school instructional practices. • Help educators to raise student achievement through embedded coaching. • Support teachers as they integrate improved literacy instructional strategies; develop badging protocols. • Coordinate and lead <i>CALL Deeper Learning Communities of Practice</i>.
Teachers (Stipend for Out-of-Class Activities)	<ul style="list-style-type: none"> • Masters or Bachelors in Education • Three + yrs. PK-12 classroom experience • Experience in literacy 	<ul style="list-style-type: none"> • Provide direct instruction to PK – 12 students. • Supervise / teach Layer 1-Extended Learning activities. • Collaborate with Library Media Specialists to align content and integrate technology resources. • Complete professional development and evaluation.
Evaluation Team (10 hours per wk)	<ul style="list-style-type: none"> • 21-year old research / evaluation firm • Evaluation of over 250 federal / state grants and programs 	<ul style="list-style-type: none"> • Implement FORECAST model to conduct process / outcome evaluation promoting continuous improvement. • Gather and analyze data to measure outcomes. • Conduct site visits, focus groups, gather feedback and prepare and disseminate reports.

(E) QUALITY OF PROJECT EVALUATION.

Methods of Evaluation Thorough / Feasible / Appropriate to Goals / Objectives / Outcomes: South Bend Community School Corporation plans to contract with EduShift, Inc., a 21-year old grants evaluation firm, to evaluate *CALL*. Project Leader, Carol Guse, is a seasoned grants administrator and evaluator. She has served as principal investigator in over 100 federal and state government grants since 1990 – including 2018, 2016 and 2012 Innovative Approaches to Literacy grant projects – and has been a field instructor with Indiana University and St. Francis College. She has substantial experience administering federal, state, corporate and foundation grants and has served as an evaluator for the United States, Indiana and Michigan Departments of Education, as well as dozens of school districts throughout the country. With a strong background in education, administration, accounting, auditing, research and program implementation, Guse, and her team of professionals, offers more than 50 years of combined expertise that will ensure objective, ongoing evaluation of *CALL* across multiple GPRA measures / locally-developed project measures. Evaluators will conduct ongoing/comprehensive evaluation of *CALL* guided by: (1) Methods Appropriate; (2) Measurable Goal and Objectives.

(1) Methods are Appropriate. Evaluators will utilize the research-based *FORECAST* model (*FORmative Evaluation, Consultation & System Techniques*) and its four tiers of assessment to provide a validated process and outcome evaluation framework for *CALL*:

MODEL – Action Model of CALL Grant	EduShift will construct an action model for each year of the grant that includes all events, linking the implementation Timeline & Logic Model with evaluation activities to ensure all facets of the evaluation process are aligned to project.
MARKER – Indicators of Progress	Evaluators will collect baseline data and identify annual benchmarks based on performance measures (including annual growth targets) to determine if progress is sufficient to attain goals and determine the magnitude of results.
MEASURE – Tools to Assess Achievement	Evaluators, grant personnel, teachers, partners will implement assessment tools (state content exams, pre/post tests, surveys, etc.) aligned to strategies to collect data. Analysis will link statistical relationships to services and outcomes.
MEANING – Assess Outcomes, Verify Impact	Data analysis will equip evaluators with indicators needed to draw conclusions / assess strengths and weaknesses. Interpretation of data will provide feedback that helps stakeholders make informed decisions about strategy effectiveness.

Utilization of the *FORECAST* model will provide evaluators, the Project Director and Advisory Board with meaningful feedback regarding the unique effects of specific program elements. The Goal, objectives and

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GPRAs / project measures will serve as indicators to determine impact. **Process Evaluation:** Process evaluation will provide feedback pertaining to the achievement of operational benchmarks in accordance with timelines. Measures will ensure activities occur in a timely manner so that completion of the project will yield positive outcomes. An expanded Timeline, Logic Model and *FORECAST* action model will serve as process evaluation tools allowing EduShift personnel to determine compliance with the scope and schedule of the proposed project. **Outcome Evaluation:** Outcome evaluation will focus on the measurement of indicators that correspond to *CALL* Layers of Service to determine the magnitude of results and project effectiveness in meeting stakeholder needs. Process and Outcome methods will include:

- **Data Collection:** EduShift will collect data to establish baseline indicators for each GPRAs and performance measure. Annual data will be collected, analyzed, compared and reported.
- **Evaluation Tools:** Evaluators will utilize multiple instruments to collect qualitative/quantitative data, including: 1) Assessment Scores: Annual state administered I-STEP+ Reading and ELA assessment results, compared to 2021 baseline, will measure academic outcomes; school literacy remediation statistics will assess impact of *CALL* on school readiness. 2) Perception Surveys: Teachers, parents and students will complete annual opinion surveys to assess attitudes and perceptions of project quality. 3) Site Visits: EduShift will conduct site visits to solicit feedback / observational data from stakeholders. 4) Book Purchasing: Procurement / purchasing records will be used to track number of books purchased for library media centers, classrooms and out-of-school book distribution. 5) Participation Data: Grant managers will track student participation to monitor impact.
- **Treatment and Control Group:** Evaluators will collect data for Treatment and Control groups to facilitate quasi-experimental evaluation that meets *What Works Clearinghouse* standards, comparing the impact of all services (Treatment) to limited or no services (Control):

Treatment Group	Students from <i>CALL</i> Level 1 schools receiving all services.
Control Group	Matched selection of students from target schools not participating in <i>CALL</i> .

- **Data Analysis:** Evaluators will use a quasi-experimental study with equating (*What Works Clearinghouse* definition) to evaluate *CALL*. Equating will be accomplished through matching and statistical adjustment. Matching - Treatment schools will be closely matched to control schools on as many characteristics as possible, including ethnic composition, gender, poverty, academic performance, enrollment, grade level configuration and funding allocations (control school and treatment school will be matched to ensure paired schools receive similar funding – if one school receives grant funding, other

than *IAL*, its match receives the same funds). Once comparison schools are matched to treatment schools, evaluators will use ANOVA (analysis of variance) to analyze *CALL* results. Since ANOVA only measures if a difference exists between control and treatment groups and whether it is significant, evaluators hope to demonstrate, due to the matching process, that the program was the cause of the variation in measured objectives. Statistical Adjustment - In accordance with the *What Works Clearinghouse QED, with reservations*, evaluators will also perform ANCOVA (analysis of covariance) on control and treatment groups to assure there are no nuisance / confounding factors (or control them if they exist) between control and treatment groups. Effect Size - Effect size will be calculated by taking the difference in means between two groups and dividing that number by combined (pooled) standard deviation. Effect size tells evaluators how many standard deviations of difference exist between the means of the intervention (treatment) and comparison conditions (an effect size of 0.25 indicates treatment group outperformed comparison group by 25% of one standard deviation). For *CALL*, evaluators will use an effect size of 0.25 as the threshold to meet the evidence type, “Practice with Rigorous Scientific Evidence.” Evaluators selected a 0.25 effect size because it represents a conservative estimate of effects and because it meets USDOE *What Works Clearinghouse* “substantively important” effect threshold. Cross-Contamination: Evaluation will include assessment of possible cross-contamination of control and treatment students and remediation of contamination if necessary. Evaluators will complete statistical treatments of data to assess associational results, casual inference of outcomes, causal relationships between interventions / results (if any) and correlation of variables.

- **Reporting:** Project Director will submit Annual Reports to funding agency and share results.

(2) Measuring Effectiveness of Project Implementation Strategies. The *CALL* Goal, objectives and GPRA / project-specific performance measures will serve as indicators used to assess progress; indicators will evaluate impact/interventions/curricula/activities to measure outcomes.

CALL: Goals, Objectives, GPRA Measures, Project Indicators October 1, 2021 - September 30, 2026	Evaluation Tool
Project Goal: To expand access to literacy development programs for low-income students.	
GPRA Measure 1: The percentage of fourth graders participating in the project who demonstrated individual student growth over the past year on State reading or language arts assessments.	IN I-STEP Assessment
GPRA Measure 2: The percentage of eighth graders participating in the project who demonstrated individual student growth over the past year on State reading or language arts assessments.	IN I-STEP Assessment
GPRA Measure 3: The percentage of schools participating in the project whose book-to-student ratios	Book

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increase from the previous year.	Distribution
GPRA Measure 4: The percentage of participating children who receive at least one free, grade- and language-appropriate book of their own.	Book Distribution
Objective 1: Increase academic performance of students in Reading and English Language Arts.	
Outcome 1.1: <i>CALL</i> will raise student achievement on Indiana state Reading and ELA assessments.	
Indicator 1.1: Increase Reading proficiency rates a minimum of 3% per year, 10/1/21–9/30/26.	I-STEP
Outcome 1.2: <i>CALL</i> will reduce literacy remediation rates in SBCSC elementary schools.	
Indicator 1.2: Reduce K-6 reading remediation rates a minimum of 3% per year, 10/1/21–9/30/26.	SB Data
Objective 2: Increase educator capacity to utilize evidence-based literacy education strategies.	
Outcome 2.1: <i>CALL</i> will improve educator ability to teach critical early literacy foundation skills.	
Indicator 2.1: Teacher knowledge of <i>critical literacy</i> will increase a minimum of 50% by end of grant compared to baseline teacher survey, 10/1/21–9/30/26.	Teacher Survey
Outcome 2.2: <i>CALL</i> will improve educator ability to utilize technology / digital media in literacy instruction.	
Indicator 2.2: Teacher ability to use technology/digital media in literacy instruction will increase minimum of 50% by end of grant compared to baseline teacher survey, 10/1/21–9/30/26.	Teacher Survey
Objective 3: Increase diversity of age-appropriate literacy resources for low-income students.	
Outcome 3.1: <i>CALL</i> will increase size, enhance diversity and modernize library media center collections.	
Indicator 3.1: Minimum 500 books per year distributed to 17 Level 1 school libraries, 10/21–9/26.	# Books
Outcome 3.2: <i>CALL</i> will increase at-home access to age-appropriate books for high-needs students.	
Indicator 3.2: Minimum of 5 books per year given to each student in Level 1 schools, 10/21–9/26.	# Books
Objective 4: Increase capacity of parents and community to engage students in literacy activities.	
Outcome 4.1: <i>CALL</i> will improve family participation and strategies around literacy improvement.	
Indicator 4.1: Parents will read with their children 20 minutes a day during <i>CALL</i> , 10/21-9/26.	Self-survey
Outcome 4.2: <i>CALL</i> will engage local libraries to provide year-round activities that inspire reading.	
Indicator 4.2: Community libraries, community centers and / or churches will sponsor minimum of three family literacy activities each year of <i>CALL</i> , 10/1/21-9/30/26. A minimum of 33% of families participating in grant programming will attend at least one of these events each year.	Event Flyers/Attendance Records

Ongoing process and outcome evaluation of *CALL* will ensure a constant flow of feedback to facilitate program improvement, maximize the magnitude of results and promote sustainability.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

South Bend Community School Corporation

CALL: Celebrating Achievement in Literacy thru Libraries!

APPENDIX

DOCUMENTATION OF SAIPE LEA ELIGIBILITY (see Pg 11)..... 1-14

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PROOF OF DISTRICT INDIRECT COST RATE (see Pg 98)..... 96-99

SAIPE DATA FOR INDIANA SCHOOL DISTRICTS

DECEMBER 2020

18 00060 Adams Central Community Schools	9112	2547	587	sd19-in.txt 16NOV2020
18 00120 Alexandria Community School Corporation	8643	1455	242	sd19-in.txt 16NOV2020
18 00150 Anderson Community School Corporation	70391	10351	2101	sd19-in.txt 16NOV2020
18 00180 Argos Community Schools	3785	700	107	sd19-in.txt 16NOV2020
18 00210 Attica Consolidated School Corporation	4760	786	128	sd19-in.txt 16NOV2020
18 00270 Avon Community School Corporation	52403	10397	470	sd19-in.txt 16NOV2020
18 00330 Barr-Reeve Community School Corporation	5757	1482	185	sd19-in.txt 16NOV2020
18 00360 Bartholomew County School Corporation	77556	13342	2163	sd19-in.txt 16NOV2020
18 00390 Batesville Community School Corporation	11931	2194	186	sd19-in.txt 16NOV2020
18 00420 Baugo Community Schools	9850	2016	160	sd19-in.txt 16NOV2020
18 00450 Beech Grove City Schools	14796	2691	526	sd19-in.txt 16NOV2020
18 00480 Benton Community School Corporation	11187	2146	221	sd19-in.txt 16NOV2020
18 00570 Blackford County Schools	11758	1887	309	sd19-in.txt 16NOV2020
18 00600 Bloomfield School District	6672	1030	164	sd19-in.txt 16NOV2020
18 00660 Blue River Valley Schools	6535	708	109	sd19-in.txt 16NOV2020
18 00720 Bluffton-Harrison Metropolitan School District	8726	1557	179	sd19-in.txt 16NOV2020
18 00750 Boone Township Metropolitan School District	6388	1060	69	sd19-in.txt 16NOV2020
18 00900 Bremen Public Schools	8752	1784	122	sd19-in.txt 16NOV2020
18 00960 Brown County County School Corporation	15092	2001	256	sd19-in.txt 16NOV2020
18 01020 Brownsburg Community School Corporation	47201	9387	345	sd19-in.txt 16NOV2020

18 01050 Brownstown Central Community School Corporation	10820	1932	182	sd19-in.txt 16NOV2020
18 01060 C. A. Beard Memorial School Corporation	7831	1310	163	sd19-in.txt 16NOV2020
18 01170 Cannelton City Schools	1549	266	74	sd19-in.txt 16NOV2020
18 01200 Carmel Clay Schools	102534	21044	593	sd19-in.txt 16NOV2020
18 01290 Carroll Consolidated School Corporation	6601	1080	93	sd19-in.txt 16NOV2020
18 01410 Caston School Corporation	4448	763	77	sd19-in.txt 16NOV2020
18 01440 Center Grove Community School Corporation	46018	9090	309	sd19-in.txt 16NOV2020
18 01560 Centerville-Abington Community Schools	8150	1565	219	sd19-in.txt 16NOV2020
18 01710 Central Noble Community School Corporation	8781	1415	121	sd19-in.txt 16NOV2020
18 02880 City of East Chicago School District	29062	5789	1995	sd19-in.txt 16NOV2020
18 01890 Clark-Pleasant Community School Corporation	36546	6979	506	sd19-in.txt 16NOV2020
18 01920 Clarksville Community School Corporation	9779	1442	201	sd19-in.txt 16NOV2020
18 00840 Clay Community Schools	25520	4260	600	sd19-in.txt 16NOV2020
18 02130 Clinton Central School Corporation	5229	1043	131	sd19-in.txt 16NOV2020
18 02160 Clinton Prairie School Corporation	5670	965	94	sd19-in.txt 16NOV2020
18 02220 Cloverdale Community Schools	7362	1142	185	sd19-in.txt 16NOV2020
18 02400 Concord Community Schools	26809	5089	549	sd19-in.txt 16NOV2020
18 02430 Covington Community School Corporation	5251	822	75	sd19-in.txt 16NOV2020
18 07020 Cowan Community School Corporation	3617	610	53	sd19-in.txt 16NOV2020
18 02440 Crawford County Community School Corporation	10961	1765	386	sd19-in.txt 16NOV2020
18 02460 Crawfordsville Community Schools	15659	2371	491	sd19-in.txt 16NOV2020

18 12060 Crothersville Community Schools	3564	579	80	sd19-in.txt	16NOV2020
18 02490 Crown Point Community School Corporation	41002	7154	410	sd19-in.txt	16NOV2020
18 02520 Culver Community Schools Corporation	6842	1110	161	sd19-in.txt	16NOV2020
18 09840 Daleville Community Schools	3908	621	90	sd19-in.txt	16NOV2020
18 02550 Danville Community School Corporation	15884	3016	147	sd19-in.txt	16NOV2020
18 01590 DeKalb County Central United School District	24839	4239	570	sd19-in.txt	16NOV2020
18 03060 DeKalb County Eastern Community School District	8066	1535	224	sd19-in.txt	16NOV2020
18 02610 Decatur County Community Schools	12370	2261	269	sd19-in.txt	16NOV2020
18 02640 Decatur Township Metropolitan School District	34566	7302	1110	sd19-in.txt	16NOV2020
18 02660 Delaware Community School Corporation	14556	2433	309	sd19-in.txt	16NOV2020
18 02700 Delphi Community School Corporation	9689	1596	179	sd19-in.txt	16NOV2020
18 02800 Duneland School Corporation	35898	6253	357	sd19-in.txt	16NOV2020
18 02850 East Allen County Schools	70884	14484	1681	sd19-in.txt	16NOV2020
18 02940 East Gibson School Corporation	6865	1098	134	sd19-in.txt	16NOV2020
18 02970 East Noble School Corporation	23264	3889	401	sd19-in.txt	16NOV2020
18 09000 East Porter County School Corporation	13388	2278	81	sd19-in.txt	16NOV2020
18 03000 East Washington School Corporation	9642	1763	300	sd19-in.txt	16NOV2020
18 03030 Eastbrook Community School Corporation	10067	1530	232	sd19-in.txt	16NOV2020
18 03090 Eastern Greene County School District	7776	1386	246	sd19-in.txt	16NOV2020
18 03120 Eastern Hancock County Community School Corporation	6442	1146	68	sd19-in.txt	16NOV2020
18 03150 Eastern Howard School Corporation	6467	1214	73	sd19-in.txt	16NOV2020

18 07110 Eastern Pulaski Community School Corporation	6910	1118	161	sd19-in.txt 16NOV2020
18 03240 Edinburgh Community School Corporation	5579	912	107	sd19-in.txt 16NOV2020
18 03270 Elkhart Community Schools	79002	14766	2301	sd19-in.txt 16NOV2020
18 03300 Elwood Community School Corporation	9922	1620	255	sd19-in.txt 16NOV2020
18 03330 Eminence Community School Corporation	2992	500	40	sd19-in.txt 16NOV2020
18 03450 Evansville-Vanderburgh School Corporation	181451	28247	4516	sd19-in.txt 16NOV2020
18 03480 Fairfield Community Schools	12400	3014	173	sd19-in.txt 16NOV2020
18 03510 Fayette County School Corporation	23102	3704	573	sd19-in.txt 16NOV2020
18 03570 Flat Rock-Hawcreek School Corporation	5971	1081	149	sd19-in.txt 16NOV2020
18 03630 Fort Wayne Community Schools	229248	39358	6175	sd19-in.txt 16NOV2020
18 03660 Frankfort Community Schools	17766	3395	583	sd19-in.txt 16NOV2020
18 03690 Franklin Community School Corporation	33789	5910	509	sd19-in.txt 16NOV2020
18 03700 Franklin County Community School Corporation	17160	2828	355	sd19-in.txt 16NOV2020
18 03750 Franklin Township Community School Corporation	56530	11607	803	sd19-in.txt 16NOV2020
18 12880 Frankton-Lapel Community Schools	12065	2160	177	sd19-in.txt 16NOV2020
18 03780 Fremont Community Schools	7132	1003	84	sd19-in.txt 16NOV2020
18 03810 Frontier School Corporation	4007	735	56	sd19-in.txt 16NOV2020
18 03840 Garrett-Keyser-Butler Community Schools	9651	1784	253	sd19-in.txt 16NOV2020
18 03870 Gary Community School Corporation	73633	13726	5121	sd19-in.txt 16NOV2020
18 03930 Goshen Community Schools	38117	7017	807	sd19-in.txt 16NOV2020
18 03940 Greater Clark County Schools	79580	12561	1678	sd19-in.txt 16NOV2020

18 03960 Greater Jasper Consolidated Schools	19933	3499	240	sd19-in.txt	16NOV2020
18 03990 Greencastle Community School Corporation	14023	1930	247	sd19-in.txt	16NOV2020
18 04050 Greenfield-Central Community Schools	30656	4991	328	sd19-in.txt	16NOV2020
18 04080 Greensburg Community Schools	14525	2431	304	sd19-in.txt	16NOV2020
18 04110 Greenwood Community School Corporation	27718	4593	377	sd19-in.txt	16NOV2020
18 04170 Griffith Public Schools	16461	2693	327	sd19-in.txt	16NOV2020
18 04230 Hamilton Community Schools	4407	656	89	sd19-in.txt	16NOV2020
18 04260 Hamilton Heights School Corporation	15835	2780	159	sd19-in.txt	16NOV2020
18 10650 Hamilton Southeastern Schools	110928	23488	848	sd19-in.txt	16NOV2020
18 04320 Hammond School City	79456	14442	3288	sd19-in.txt	16NOV2020
18 04350 Hanover Community School Corporation	12164	2109	104	sd19-in.txt	16NOV2020
18 04560 Highland School Town	23233	3361	303	sd19-in.txt	16NOV2020
18 04590 Hobart School City	23483	3726	455	sd19-in.txt	16NOV2020
18 04710 Huntington County Community School Corporation	36520	5824	645	sd19-in.txt	16NOV2020
18 04770 Indianapolis Public Schools	316275	51123	13567	sd19-in.txt	16NOV2020
18 04800 Jac-Cen-Del Community School Corporation	5015	825	126	sd19-in.txt	16NOV2020
18 04980 Jay School Corporation	20436	3728	644	sd19-in.txt	16NOV2020
18 05190 Jennings County Schools	27735	4748	714	sd19-in.txt	16NOV2020
18 09120 John Glenn School Corporation	9991	1857	173	sd19-in.txt	16NOV2020
18 05280 Kankakee Valley School Corporation	20211	3652	323	sd19-in.txt	16NOV2020
18 05340 Knox Community School Corporation	10894	1865	303	sd19-in.txt	16NOV2020

18 05370 Kokomo-Center Township Consolidated School Corporation	45116	6992	1482	sd19-in.txt 16NOV2020
18 05580 La Porte Community School Corporation	38096	6240	1072	sd19-in.txt 16NOV2020
18 05400 Lafayette School Corporation	63777	10050	1994	sd19-in.txt 16NOV2020
18 05450 Lake Central School Corporation	65294	10688	542	sd19-in.txt 16NOV2020
18 05460 Lake Ridge Schools	11927	1990	523	sd19-in.txt 16NOV2020
18 02910 Lake Station Community Schools	8399	1405	285	sd19-in.txt 16NOV2020
18 05520 Lakeland School Corporation	15639	3094	389	sd19-in.txt 16NOV2020
18 03720 Lanesville Community School Corporation	4232	727	51	sd19-in.txt 16NOV2020
18 05670 Lawrence Township Metropolitan School District	102228	19297	2456	sd19-in.txt 16NOV2020
18 05700 Lawrenceburg Community School Corporation	10920	1688	259	sd19-in.txt 16NOV2020
18 05790 Lebanon Community School Corporation	25868	4195	428	sd19-in.txt 16NOV2020
18 05880 Liberty-Perry Community School Corporation	6011	986	160	sd19-in.txt 16NOV2020
18 05910 Linton-Stockton School Corporation	8129	1260	223	sd19-in.txt 16NOV2020
18 06030 Logansport Community School Corporation	23202	3890	579	sd19-in.txt 16NOV2020
18 06060 Loogootee Community School Corporation	5770	985	108	sd19-in.txt 16NOV2020
18 06090 Maconaquah School Corporation	14777	2119	336	sd19-in.txt 16NOV2020
18 06120 Madison Consolidated Schools	22918	3399	510	sd19-in.txt 16NOV2020
18 06240 Madison-Grant United School Corporation	8250	1391	191	sd19-in.txt 16NOV2020
18 06270 Manchester Community Schools	9821	1337	173	sd19-in.txt 16NOV2020
18 06390 Marion Community Schools	34589	4751	1324	sd19-in.txt 16NOV2020
18 06510 Martinsville Schools Metropolitan School District	31247	5083	646	sd19-in.txt 16NOV2020

18 01230 Medora Community School Corporation	1576	299	50	sd19-in.txt 16NOV2020
18 09690 Merrillville Community School	46355	7354	1129	sd19-in.txt 16NOV2020
18 06570 Michigan City Area Schools	47808	6955	2260	sd19-in.txt 16NOV2020
18 06600 Middlebury Community Schools	22881	5346	334	sd19-in.txt 16NOV2020
18 06630 Milan Community Schools	6099	1105	112	sd19-in.txt 16NOV2020
18 06660 Mill Creek Community School Corporation	10922	1977	144	sd19-in.txt 16NOV2020
18 06840 Mishawaka School City	30968	5311	967	sd19-in.txt 16NOV2020
18 06870 Mississinewa Community School Corporation	10212	1772	240	sd19-in.txt 16NOV2020
18 06900 Mitchell Community Schools	11820	1900	231	sd19-in.txt 16NOV2020
18 07080 Monroe Central School Corporation	5330	877	108	sd19-in.txt 16NOV2020
18 00630 Monroe County Community School Corporation	129857	13500	1696	sd19-in.txt 16NOV2020
18 04140 Monroe-Gregg School District	8073	1372	94	sd19-in.txt 16NOV2020
18 07140 Mooresville Consolidated School Corporation	24660	4268	459	sd19-in.txt 16NOV2020
18 07230 Mount Pleasant Township Community School Corporation	13676	2271	272	sd19-in.txt 16NOV2020
18 07260 Mount Vernon Community School Corporation	21673	3927	170	sd19-in.txt 16NOV2020
18 07290 Mount Vernon Metropolitan School District	15605	2605	264	sd19-in.txt 16NOV2020
18 07320 Muncie Community Schools	67122	7527	2340	sd19-in.txt 16NOV2020
18 07350 Munster School Town	23070	4035	201	sd19-in.txt 16NOV2020
18 07380 Nettle Creek School Corporation	6797	1277	168	sd19-in.txt 16NOV2020
18 07410 New Albany-Floyd County Consolidated Schools	78522	13071	1706	sd19-in.txt 16NOV2020
18 07440 New Castle Community School Corporation	22635	3524	548	sd19-in.txt 16NOV2020

18 07470 New Durham Township Metropolitan School District	8540	878	125	sd19-in.txt 16NOV2020
18 07560 New Prairie United School Corporation	15265	2706	341	sd19-in.txt 16NOV2020
18 07620 Nineveh-Hensley-Jackson United School Corporation	11421	2014	146	sd19-in.txt 16NOV2020
18 07650 Noblesville Schools	62249	11615	583	sd19-in.txt 16NOV2020
18 07680 North Adams Community Schools	15705	2751	292	sd19-in.txt 16NOV2020
18 00118 North Central Parke Community School Corporation	11067	1620	385	sd19-in.txt 16NOV2020
18 07710 North Daviess Community Schools	9346	2275	278	sd19-in.txt 16NOV2020
18 07770 North Gibson School Corporation	14416	2483	324	sd19-in.txt 16NOV2020
18 00690 North Harrison Community School Corporation	14144	2441	250	sd19-in.txt 16NOV2020
18 07800 North Judson-San Pierre School Corporation	7330	1261	185	sd19-in.txt 16NOV2020
18 07830 North Knox School Corporation	8418	1398	197	sd19-in.txt 16NOV2020
18 07860 North Lawrence Community Schools	33550	5304	725	sd19-in.txt 16NOV2020
18 07890 North Miami Community Schools	5866	1032	102	sd19-in.txt 16NOV2020
18 07900 North Montgomery Community School Corporation	12087	2163	216	sd19-in.txt 16NOV2020
18 07920 North Newton School Corporation	9064	1401	128	sd19-in.txt 16NOV2020
18 07950 North Posey County Schools Metropolitan School District	9822	1582	91	sd19-in.txt 16NOV2020
18 07980 North Putnam Community Schools	10120	1715	187	sd19-in.txt 16NOV2020
18 08010 North Spencer County School Corporation	11656	1866	143	sd19-in.txt 16NOV2020
18 08070 North Vermillion Community School Corporation	4288	687	120	sd19-in.txt 16NOV2020
18 08100 North West Hendricks Schools	11270	2250	78	sd19-in.txt 16NOV2020
18 08130 North White School Corporation	5946	951	166	sd19-in.txt 16NOV2020

18 08120 Northeast Dubois County School Corporation	5528	998	56 sd19-in.txt 16NOV2020
18 08160 Northeast School Corporation	8354	1287	225 sd19-in.txt 16NOV2020
18 08190 Northeastern Wayne Schools	5579	1053	194 sd19-in.txt 16NOV2020
18 08220 Northern Wells Community Schools	15537	2857	239 sd19-in.txt 16NOV2020
18 08250 Northwest Allen County Schools	37432	7921	259 sd19-in.txt 16NOV2020
18 08310 Northwestern Consolidated School Corporation	7737	1405	158 sd19-in.txt 16NOV2020
18 02040 Northwestern School Corporation	8676	1577	145 sd19-in.txt 16NOV2020
18 08340 Oak Hill United School Corporation	7366	1263	142 sd19-in.txt 16NOV2020
18 08460 Oregon-Davis School Corporation	4341	700	96 sd19-in.txt 16NOV2020
18 08490 Orleans Community Schools	4723	832	162 sd19-in.txt 16NOV2020
18 08640 Paoli Community School Corporation	9223	1526	344 sd19-in.txt 16NOV2020
18 08760 Penn-Harris-Madison School Corporation	62280	11873	985 sd19-in.txt 16NOV2020
18 01740 Perry Central Community School Corporation	7292	1090	97 sd19-in.txt 16NOV2020
18 08820 Perry Township Metropolitan School District	100244	16747	2023 sd19-in.txt 16NOV2020
18 08850 Peru Community Schools	12991	2110	409 sd19-in.txt 16NOV2020
18 08900 Pike County School Corporation	12389	1986	209 sd19-in.txt 16NOV2020
18 08910 Pike Township Metropolitan School District	78537	13898	2001 sd19-in.txt 16NOV2020
18 08940 Pioneer Regional School Corporation	5035	862	84 sd19-in.txt 16NOV2020
18 08970 Plainfield Community School Corporation	32631	5246	291 sd19-in.txt 16NOV2020
18 09060 Plymouth Community School Corporation	19250	3403	468 sd19-in.txt 16NOV2020
18 09150 Portage Township Schools	48833	8372	865 sd19-in.txt 16NOV2020

18 09180 Porter Township School Corporation	9653	1544	79	sd19-in.txt 16NOV2020
18 09300 Prairie Heights Community School Corporation	9998	1581	146	sd19-in.txt 16NOV2020
18 01770 Randolph Central School Corporation	9318	1493	252	sd19-in.txt 16NOV2020
18 03180 Randolph Eastern School Corporation	4929	850	157	sd19-in.txt 16NOV2020
18 10740 Randolph Southern School Corporation	3067	528	84	sd19-in.txt 16NOV2020
18 09420 Rensselaer Central School Corporation	10745	1750	184	sd19-in.txt 16NOV2020
18 09480 Richland-Bean Blossom Community School Corporation	18574	3268	350	sd19-in.txt 16NOV2020
18 09510 Richmond Community School Corporation	40201	5856	1201	sd19-in.txt 16NOV2020
18 09600 Rising Sun-Ohio County Community Schools	5875	844	109	sd19-in.txt 16NOV2020
18 04620 River Forest Community School Corporation	7290	1256	324	sd19-in.txt 16NOV2020
18 09630 Rochester Community School Corporation	11208	1838	233	sd19-in.txt 16NOV2020
18 09720 Rossville Consolidated School District	5008	1035	81	sd19-in.txt 16NOV2020
18 09750 Rush County Schools	14525	2459	325	sd19-in.txt 16NOV2020
18 09810 Salem Community Schools	12724	2028	343	sd19-in.txt 16NOV2020
18 09990 Scott County School District 1	6568	1172	266	sd19-in.txt 16NOV2020
18 10020 Scott County School District 2	17305	2805	403	sd19-in.txt 16NOV2020
18 10080 Seymour Community Schools	28271	5006	577	sd19-in.txt 16NOV2020
18 10110 Shakamak Schools Metropolitan School District	5204	867	171	sd19-in.txt 16NOV2020
18 03210 Shelby Eastern Schools	8513	1374	101	sd19-in.txt 16NOV2020
18 10140 Shelbyville Central Schools	23738	3864	519	sd19-in.txt 16NOV2020
18 08280 Shenandoah School Corporation	7254	1257	133	sd19-in.txt 16NOV2020

18 06480 Sheridan Community Schools	7458	1328	115	sd19-in.txt	16NOV2020
18 10170 Shoals Community School Corporation	4485	695	104	sd19-in.txt	16NOV2020
18 10230 Smith-Green Community Schools	7543	1304	122	sd19-in.txt	16NOV2020
18 10260 South Adams Schools	10960	2611	761	sd19-in.txt	16NOV2020
18 10290 South Bend Community School Corporation	163039	26273	6490	sd19-in.txt	16NOV2020
18 02190 South Central Community School Corporation	4038	720	95	sd19-in.txt	16NOV2020
18 00240 South Dearborn Community School Corporation	17196	2814	466	sd19-in.txt	16NOV2020
18 10350 South Gibson School Corporation	12378	2338	168	sd19-in.txt	16NOV2020
18 10360 South Harrison Community Schools	21755	3443	407	sd19-in.txt	16NOV2020
18 10380 South Henry School Corporation	4319	711	57	sd19-in.txt	16NOV2020
18 10410 South Knox School Corporation	5888	1101	102	sd19-in.txt	16NOV2020
18 10440 South Madison Community School Corporation	25715	4518	309	sd19-in.txt	16NOV2020
18 10450 South Montgomery Community School Corporation	10592	1923	259	sd19-in.txt	16NOV2020
18 10470 South Newton School Corporation	5099	787	117	sd19-in.txt	16NOV2020
18 10500 South Putnam Community Schools	9543	1184	129	sd19-in.txt	16NOV2020
18 10530 South Ripley Community School Corporation	7558	1192	164	sd19-in.txt	16NOV2020
18 10560 South Spencer County School Corporation	8621	1445	176	sd19-in.txt	16NOV2020
18 10590 South Vermillion Community School Corporation	11210	1871	253	sd19-in.txt	16NOV2020
18 10640 Southeast Dubois County School Corporation	7437	1308	64	sd19-in.txt	16NOV2020
18 10620 Southeast Fountain School Corporation	6739	1090	149	sd19-in.txt	16NOV2020
18 10680 Southeastern School Corporation	8178	1368	133	sd19-in.txt	16NOV2020

18 10710 Southern Hancock County Community School Corporation	19397	3538	127 sd19-in.txt 16NOV2020
18 10770 Southern Wells Community Schools	4033	790	48 sd19-in.txt 16NOV2020
18 00030 Southwest Allen County Metropolitan School District	41735	8606	287 sd19-in.txt 16NOV2020
18 10870 Southwest Dubois County School Corporation	9838	1745	132 sd19-in.txt 16NOV2020
18 10900 Southwest Parke Community School Corporation	5152	893	140 sd19-in.txt 16NOV2020
18 10860 Southwest School Corporation	12315	1586	241 sd19-in.txt 16NOV2020
18 10800 Southwestern Jefferson County Consolidated Schools	9390	1322	191 sd19-in.txt 16NOV2020
18 10830 Southwestern Shelby County Consolidated Schools	4405	782	64 sd19-in.txt 16NOV2020
18 10920 Speedway School Town	12624	1842	264 sd19-in.txt 16NOV2020
18 10950 Spencer-Owen Community Schools	17327	2721	428 sd19-in.txt 16NOV2020
18 10980 Springs Valley Community School Corporation	5700	900	158 sd19-in.txt 16NOV2020
18 11100 Steuben County Metropolitan School District	18293	2720	307 sd19-in.txt 16NOV2020
18 11190 Sunman-Dearborn Community School Corporation	24296	4315	292 sd19-in.txt 16NOV2020
18 11220 Switzerland County School Corporation	10751	2007	422 sd19-in.txt 16NOV2020
18 11250 Taylor Community School Corporation	9264	1464	217 sd19-in.txt 16NOV2020
18 11260 Tell City-Troy Township School Corporation	10328	1583	216 sd19-in.txt 16NOV2020
18 11340 Tippecanoe School Corporation	101325	15979	1460 sd19-in.txt 16NOV2020
18 11370 Tippecanoe Valley School Corporation	11734	2085	203 sd19-in.txt 16NOV2020
18 11400 Tipton Community School Corporation	10357	1537	136 sd19-in.txt 16NOV2020
18 08040 Tipton County Northern Community School Corporation	4791	736	48 sd19-in.txt 16NOV2020
18 11430 Tri-County School Corporation	4258	775	96 sd19-in.txt 16NOV2020

18 11460 Tri-Creek School Corporation	20130	3568	248	sd19-in.txt	16NOV2020
18 00107 Tri-Township Consolidated School Corporation		2936	449	66	sd19-in.txt 16NOV2020
18 11490 Triton School Corporation	5929	1177	106	sd19-in.txt	16NOV2020
18 11580 Twin Lakes School Corporation	14435	2350	271	sd19-in.txt	16NOV2020
18 11610 Union County-College Corner Joint School District		7419	1142	139	sd19-in.txt 16NOV2020
18 11730 Union School Corporation	2817	463	78	sd19-in.txt	16NOV2020
18 11700 Union Township School Corporation		9141	1627	58	sd19-in.txt 16NOV2020
18 11910 Union-North United School Corporation		8006	1434	187	sd19-in.txt 16NOV2020
18 11970 Valparaiso Community Schools	44884	6687	408	sd19-in.txt	16NOV2020
18 12090 Vigo County School Corporation	107038	15760	3465	sd19-in.txt	16NOV2020
18 12120 Vincennes Community School Corporation		22288	3253	592	sd19-in.txt 16NOV2020
18 12240 Wa-Nee Community Schools	20471	4504	414	sd19-in.txt	16NOV2020
18 12150 Wabash City Schools	8724	1316	205	sd19-in.txt	16NOV2020
18 12180 Wabash County Schools Metropolitan School District		12451	2110	191	sd19-in.txt 16NOV2020
18 06080 Warren County Metropolitan School District		7163	1165	140	sd19-in.txt 16NOV2020
18 12360 Warren Township Metropolitan School District		68153	13553	2535	sd19-in.txt 16NOV2020
18 12390 Warrick County School Corporation	62998	11287	768	sd19-in.txt	16NOV2020
18 12420 Warsaw Community Schools	41328	7071	726	sd19-in.txt	16NOV2020
18 12450 Washington Community School Corporation		18248	3342	661	sd19-in.txt 16NOV2020
18 12720 Washington Township Metropolitan School District		93921	13865	1910	sd19-in.txt 16NOV2020
18 05550 Wawasee Community School Corporation		20394	3265	293	sd19-in.txt 16NOV2020

18 12810 Wayne Township Metropolitan School District	86708	15346	2842	sd19-in.txt	16NOV2020
18 04500 Wes-Del Community Schools	5245	775	117	sd19-in.txt	16NOV2020
18 09360 West Central School Corporation	4409	790	118	sd19-in.txt	16NOV2020
18 09370 West Clark Community Schools	28943	5022	409	sd19-in.txt	16NOV2020
18 12870 West Lafayette Community School Corporation	28455	2484	199	sd19-in.txt	16NOV2020
18 12900 West Noble School Corporation	13008	2667	260	sd19-in.txt	16NOV2020
18 12930 West Washington School Corporation	5670	1021	138	sd19-in.txt	16NOV2020
18 12990 Western Boone County Community School Corporation	11285	2074	149	sd19-in.txt	16NOV2020
18 04470 Western School Corporation	13021	2532	208	sd19-in.txt	16NOV2020
18 13050 Western Wayne Schools	5815	1012	115	sd19-in.txt	16NOV2020
18 13080 Westfield-Washington Schools	40484	8270	390	sd19-in.txt	16NOV2020
18 13110 Westview School Corporation	20189	5542	535	sd19-in.txt	16NOV2020
18 00008 White River Valley School District	5564	863	138	sd19-in.txt	16NOV2020
18 13200 Whiting School City	4534	810	119	sd19-in.txt	16NOV2020
18 13230 Whitko Community School Corporation	10801	1933	248	sd19-in.txt	16NOV2020
18 02280 Whitley County Consolidated Schools	23308	3879	293	sd19-in.txt	16NOV2020
18 02830 Zionsville Community Schools	29213	6777	125	sd19-in.txt	16NOV2020

Search for Public School Districts

CCD Common Core of Data

District Directory Information (2020-2021 school year) [Search Results](#) [Modify Search](#) [Data Notes/Grant IDs](#) [Help](#)

District Name: South Bend Community School Corp schools for this district	NCES District ID: 1810290	State District ID: IN-7205														
Mailing Address: 215 Dr Martin Luther King Jr B South Bend, IN 46601	Physical Address: 215 Dr Martin Luther King Jr B South Bend, IN 46601	Phone: (574)393-6000														
Type: Local school district	Status: Open	Total Schools: 33														
Supervisory Union #: N/A	Grade Span: (grades PK - 12) <table border="1"><tr><td>PK</td><td>KG</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr></table>		PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
PK	KG	1	2	3	4	5	6	7	8	9	10	11	12			
Website: http://www.sbcsk12.in.us/	District Demographics: School District Demographic Dashboard															

District Details (2019-2020 school year; Fiscal data from 2017-2018) [Characteristics](#) [Staff](#) [Fiscal](#) [Show All](#)

County: ST. Joseph County	County ID: 18141
Locale: City: Midsize (12)	Total Students: 16,725
CSA/CBSA: 43780	Classroom Teachers (FTE): 1,013.84
	Student/Teacher Ratio: 16.50
	Students with IEPs: 3,976

NOTES

- [†] indicates that the data are not applicable. For example, the enrollment and staff characteristics for districts that opened in the 2020-2021 school year will not be available until the full 2020-2021 file is released.
- [-] indicates that the data are missing.
- [‡] indicates that the data do not meet NCES data quality standards.
- The directory information on district name, address, and phone number are preliminary data from initial submissions of district level data for 2020-2021.
- Data provided on student membership and staffing are from the official district level data for 2019-2020.

Source: CCD Public school district data for the 2019-2020, 2020-2021 school years

Rachel L. Anders

PROFILE

Seasoned educator with extensive experience in leadership, communication, collaboration, and curriculum design, seeking to combine skills, knowledge, and passion in a full-time administration position.

EDUCATION

School Administration, Indiana Wesleyan University, Marion, IN, 2017

M.Ed., Indiana Wesleyan University, Marion, IN, 1997

B.S., Elementary Education, Jr. High / MS Language Arts, Indiana State University, 1995

LEADERSHIP POSITIONS

Interim Director of Curriculum and Literacy, South Bend Community School Corporation
July 2021-present

District Literacy Coordinator 6-12 Nov 2020-June 2021

TEACHING POSITIONS

Language Arts, Plymouth Community School Corporation August 2017-present
Lincoln Junior High
7th Grade PBL Humanities August 2017-present
Language Arts Department Chair August 2018-present
Teacher Mentor August 2018-present

Elementary Teacher, Logansport Community School Corporation August 1995-2016
Franklin Elementary
Title 1 Reading Specialist K-2 August 2011-2016
Title 1 Reading 3-5 August 2008-2011
5th Grade Teacher August 2003-2008
4th Grade Teacher August 2000-2003
3rd Grade Teacher (Looping Model) August 1999-2000
4th Grade Teacher August 1996-1999
3rd Grade Teacher August 1995-1996

Rachel L. Anders

LEADERSHIP EXPERIENCE

Language Arts Department Chair , PCSC, Lincoln Junior High	August 2018-present
School Leadership Team Member , PCSC, Lincoln Junior High	August 2018-Present
School Academic Team Leader , PCSC, Lincoln Junior High	August 2018-Present
School Behavior Team Leader , PCSC, Lincoln Junior High	August 2018-Present
Director of Marshall County Celebrate Recovery , Plymouth Church of the Brethren	January 2019-Present

PROGRAM DEVELOPMENT

90 Minute Block, SBCSC

Designed and developed curriculum map, scope and sequence, provided professional development, analyzed data, made data based decisions

ELA Lab Course, PCSC, Lincoln Junior High

Designed and developed curriculum map, scope and sequence, provided professional development, analyzed data, made data based decisions

Writing for the Junior High Mind, PCSC, Lincoln Junior High

Designed and developed writing program, scope and sequence, instructional slides, rubrics, differentiated instruction, professional development

We Are Lincoln Day, PCSC, Lincoln Junior High

Designed and facilitated yearly collaborative event for incoming 6th graders and LJH students

Breakfast Club, LCSC, Franklin Elementary

Designed and facilitated early morning preparation group to meet the needs of the whole child

Key Club Super Hero Program, LCSC, Franklin Elementary and Logansport High School,

Designed and facilitated reading initiative between Kiwanis Club, Key Club, and elementary students

Collaborative Sight Word Curriculum, LCSC, Franklin Elementary,

Designed and facilitated program to increase automaticity in word recognition for 1st and 2nd grades

Math Fact Automaticity Development, LCSC, Franklin Elementary,

Designed and facilitated program to increase number recognition, number sense, and automaticity grades 1-5

Rachel L. Anders

PROFESSIONAL SKILLS

Strategic Planning and curriculum mapping

Analyzes and reviews data

Program Development

ASIST & safeTALK Certified

New Tech Network Facilitation Training

RtI Interventionist, mentor, and facilitator

Monthly staff development for teaching within the law

Trained and mentored Title 1 Instructional Aides

Increased family night participation to 350+ per event

Facilitated Reading Recovery Program

Generated funding for intervention curriculum for at-risk students

Rachel L. Anders

References

Reid Gault
Principal
Lincoln Junior High
Plymouth Community School Corporation

[REDACTED]
[REDACTED]

Jacob Singleton
Assistant Principal
Lincoln Junior High
Plymouth Community School Corporation

[REDACTED]
[REDACTED]

Hayley Sauer
Director for Elementary Education
Fort Wayne Community Schools

[REDACTED]
[REDACTED]

ERNEST MORRELL
Coyle Professor of Literacy Education
Director, Notre Dame Center for Literacy Education
Professor, English and Africana Studies Departments
 University of Notre Dame
 107 Carole Sandner Hall
 Notre Dame, IN 46556

EDUCATION

2001	Ph.D., Language, Literacy, and Culture, University of California at Berkeley (Recipient of Outstanding Dissertation Award, 2001)
1997	M.A., Language, Literacy, and Culture, University of California at Berkeley
1994	Credential, Secondary English, University of California at Berkeley
1993	B.A., English Literature, University of California at Santa Barbara

EXECUTIVE AND ADMINISTRATIVE POSITIONS

2017-	Director, Notre Dame Center for Literacy Education University of Notre Dame
2017-	Director, Notre Dame African Diaspora Initiative University of Notre Dame
2010-2017	Director, Institute for Urban and Minority Education (IUME) Columbia University, Teachers College
2005-2011	Associate Director, Institute for Democracy, Education, and Access University of California, Los Angeles
2008-2011	Division Head, Urban Schooling Division, Department of Education University of California, Los Angeles
2008-2010	Director, Educational Studies Minor, Department of Education University of California, Los Angeles

FACULTY POSITIONS

2017-	Coyle Professor in Literacy Education Professor, English and Africana Studies Departments Professor, Education, Schooling, and Society
-------	--

Fellow, Kellogg Institute for International Studies
 Fellow, Institute for Educational Initiatives
 University of Notre Dame

2011- 2017 Macy Professor of English Education
 Columbia University, Teachers College

2005-2011 Associate Professor & Division Head, Urban Schooling
 Director, Education Studies Minor (ESM)
 Affiliated Faculty, Bunche Center for African-American Studies
 Graduate School of Education & Information Studies
 University of California, Los Angeles

2001-2005 Assistant Professor, Department of Teacher Education
 Affiliated faculty, African-American and African Studies Department
 Affiliated faculty English Department
 Michigan State University

2001-2004 Postdoctoral Fellow, American Educational Research Association

2001-2004 Faculty Fellow & Co-Director, Critical Research and Writing Seminar
 Institute for Democracy, Education, and Access
 University of California, Los Angeles

2000-2001 Research Associate, Institute for Democracy, Education, and Access
 University of California, Los Angeles

1999-2000 Research Associate, Center X, Graduate School of Education
 University of California, Los Angeles

1999-2001 Coordinator of Teacher Recruitment, Graduate School of Education
 University of California, Los Angeles

1998-1999 Supervisor of Student Teaching, University of San Francisco

1997-1999 Instructor, Graduate School of Education, University of California,
 Berkeley

1997 College Writing Instructor, University of California, Berkeley

1996-1999 Research Associate, Graduate School of Education
 University of California, Berkeley

1994-1999 Secondary English & Social Studies Teacher, Basketball Coach
 Oakland High School, Oakland, California

ELECTED POSITIONS AND NATIONAL APPOINTMENTS

2017-2020	Elected member, American Educational Research Association Council
2017-2020	Co-Convener, African Diaspora International Research Forum (IRN) World Educational Research Association (WERA)
2015- 2017	Appointed member, Literacy Research Panel, International Literacy Association (ILA), appointed members serve 3-year terms
2011-2015	President, Vice President, President-Elect, and Past President (Elected) National Council of Teachers of English (NCTE)
2013-2014	National Advisor, Advisory Board Illinois Education Research Council (IERC)
2011-2014	National Academy of Education, Spencer Postdoc Retreat Committee
2010-2013	Social Justice Action Committee (Appointed) American Educational Research Association (AERA)
2009-2010	Literacy Assessment Commission (Appointed) National Council of Teachers of English (NCTE)
2003-2007	Conference on English Education Executive Committee (Elected) National Council of Teachers of English (NCTE)

AWARDS AND HONORS

Top 200 in the 2019 *Education Week*-RHSU Edu-Scholar Public Influence Rankings
 Top 200 in the 2018 *Education Week*-RHSU Edu-Scholar Public Influence Rankings
 Annual Jean B. Carlson Lectureship, Northeastern Illinois, 2017
 Commencement Speaker, Michigan State University College of Education, 2017
 Selected Co-Convener of African Diaspora International Research Network, 2017-2020
 2017 Divergent Award for Excellence in 21st Century Literacies
 Invited member of International Literacy Association (ILA) Research Panel
 Top 200 in the 2017 *Education Week*-RHSU Edu-Scholar Public Influence Rankings
 Top 200 in the 2016 *Education Week*-RHSU Edu-Scholar Public Influence Rankings
 Top 200 in the 2015 *Education Week*-RHSU Edu-Scholar Public Influence Rankings
 2014 Outstanding Academic Title Book Award, American Library Association
 Harvard Graduate School of Education, Dean's Distinguished Lecturer
 Class of 2014 AERA Fellow, American Educational Research Association
 President of the National Council of Teachers of English (Elected)
 Beacon Press-Simmons College 2011 Race, Education, & Democracy Lecturer
 Who's Who in Black Los Angeles
 UCLA Department of Education Distinguished Teaching Award Winner
 Selected for inclusion in Academic Keys Who's Who in Education (WWE)
 Executive Committee Member, Conference on English Education,
 Outstanding Dissertation Award, UC, Berkeley, Graduate School of Education,
 Recipient, AERA/OERI Postdoctoral Fellowship

Recipient, University of California Office of the President Postdoctoral Fellowship, UCLA, Teacher Education Program—Social Justice Fellow
 University of California, Berkeley--Passed Qualifying Examinations with Distinction, University of California, Berkeley-- Myrtle L. Judkins Memorial Fellowship, University of California, Berkeley-- Ned Flanders for Urban Education
 California Senate Certificate of Recognition for commitment to Oakland High
 University of California at Berkeley--Outstanding Instructor Award Recipient
 Oakland Unified School District--Certificate of Recognition
 Included in Positive Images of Oakland Calendar
 UC, Santa Barbara-- Vice Chancellor Award for Outstanding High School Teachers, San Jose State University--Dorothy Wright Award for Teaching Excellence
 Louise M. Patterson Award for service to the African American community
 University of California, Berkeley--Graduate Opportunity Program Fellowship
 Who's Who Among America's Teachers

BOARD SERVICE

Board of Directors, LitWorld, an International non-profit literacy organization
 Board of Directors, Education for Democracy Institute
 Expert Advisory Board, Book Trust
 AP Seminar Development Committee, College Board
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 Advisory Board, Center for Education Equity, Mid-Atlantic Equity Consortium (MAEC)
 Planning and Advisory Committee (Chair), African-Diaspora Consortium
 Advisory Board, Tucson Unified Desegregation Initiative
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 Advisory Board, Young Global Scholars, Institute of Education, University of London
 Advisory Board, Hip-Hop Education Center (New York) (Past)
 Advisory Board, Illinois Education Research Council (IERC) (Past)
 Advisory Board, HOPE Foundation Courageous Leadership Awards (Past)
 Advisory Board, Campaign for Educational Equity, Teachers College (Past)
 Advisory Board, Ralph J. Bunche Center for African-American Studies, UCLA (Past)
 Advisory Board, African and African-American Studies Department, Michigan State (Past)

PUBLICATIONS

Books and Edited Special Journal Issues

1. Erickson, A., and Morrell, E. (2019). *Educating Harlem: Schooling and Resistance in an American Community*. New York: Columbia University Press.
2. Morrell, E, and Rowsell, J. (Eds.) (2019) *Stories from the Digital Divide*. New York: Routledge.
3. Allyn, P., and Morrell, E. (2016). *Every Child a Super Reader: 7 Strengths to Open a World of Possible*. New York: Scholastic.

4. Mirra, N., Garcia, A., and Morrell, E. (2016). *Doing youth participatory action research: Transforming Inquiry for researchers, educators, and students*. New York: Routledge.
5. Morrell, E., and Scherff, L. (Eds.) (2015). *New Directions in Teaching English: Reimagining Teaching, Teacher Education and Research*. Lanham, MD: Rowman and Littlefield.
6. Morrell, E., Duenas, R., Garcia, V, and Lopez, J. (2013). *Critical Media Pedagogies: Teaching for Achievement in City Schools*. New York: Teachers College Press. [Winner of the 2014 Outstanding Academic Title by Choice Magazine of the American Library Association]
7. Garcia, A., and Morrell, E. (Eds.) (2013). City Youth and the Pedagogy of Participatory Media. *Learning, Media, and Technology*. London: Taylor and Francis [Special Issue]
8. Duncan-Andrade, J., and Morrell, E. (2008) *The Art of Critical Pedagogy: The Promise of Moving from Theory to Practice in Urban Schools*. New York: Peter Lang.
9. Morrell, E. (2008). *Critical Literacy and Urban Youth: Pedagogies of Access, Dissent, and Liberation*. New York: Routledge.
10. Morrell, E. (2004). *Linking Literacy and Popular Culture: Finding Connections for Lifelong Learning*. Norwood, MA: Christopher-Gordon.
11. Morrell, E. (2004). *Becoming Critical Researchers: Literacy and Empowerment for Urban Youth*. New York: Peter Lang.

Book Chapters, Articles, and Encyclopedia Entries

1. Morrell, E., Mirra, N., and Filipiak, D. (2018). From digital consumption to digital invention: Toward a new critical theory of multiliteracies. *Theory Into Practice*, 57 (1), 12-19.
2. Morrell, E. (2018). Foreword. In N. Mirra, *Educating Toward Empathy: Literacies for a 21st Century Democracy*. New York: Teachers College Press.
3. Lyiscott, J., Caraballo, L., and Morrell, E. (2018). An anticolonial framework for urban teacher preparation. *The New Educator*
4. Morrell, E. (2017). Towards equity and diversity in literacy research, policy, and practice: A critical, global approach. *Journal of Literacy Research*, 49 (3), 454-463.

5. Rowsell, J., Morrell, E., & Alvermann, D. E. (2017). Confronting the digital divide: Debunking brave new world discourses. *The Reading Teacher*, 71 (2) 157-165.
6. Scorza, D., Bertrand, M., Bautista, M., Morrell, E., & Matthews, C., (2017). The dual pedagogy of YPAR: Teaching students and students as teachers. *Review of Education, Pedagogy, and Cultural Studies*, 39 (2) 139-160.
7. Rajan, S., Roberts, K.J., Guerra, L., Pirsch, M., and Morrell, E. (2017). Integrating health education efforts into core curriculum classrooms: Successes, challenges, and implications for urban middle school. *Journal of School Health*, 87 (12), 949-957.
8. Caraballo, L., Lozenski, B., Lyiscott, J., and Morrell, E. (2017). Youth Participatory Action Research and Critical Epistemologies: Rethinking Educational Research. *Review of Research in Education*, 41(1), 311-336.
9. Rowsell, J., Morrell, E., and Alvermann, D. (2017). *Overcoming the Digital Divide: Four Critical Steps [Policy brief]*. Newark, DE: International Literacy Association.
10. de los Rios, C., Lopez, J., and Morrell, E. (2016). Critical Ethnic studies in the high school classroom: Academic achievement via social action. In P. Noguera, J. Pierce, and R. Ahram (Eds). *The unfulfilled promise of racial equality in education: Current realities and future prospects*. New York: Springer.
11. Morrell, E. (2015). Teaching English Powerfully: Four Challenges. *English in Texas*, 45 (1) 5-7.
12. Morrell, E. (2015). The 2014 Presidential Address. *NCTE Council Chronicle*, 24 (3) 14.
13. Morrell, E. (2015). Powerful English at NCTE Yesterday, Today, and Tomorrow: Toward the Next Movement. *Research in the Teaching of English*, 49 (3), 307-327.
14. Morrell, E. (2015). Strategic governance and NCTE's next movement. In D. Cambridge and P. Stock (Eds.) *Structural kindness: Essays on literacy education in honor of Kent D. Williamson* (pp. 156-162). Urbana, IL: NCTE Press.
15. de los Rios, C., Lopez, J., and Morrell, E. (2015). Toward a critical pedagogy of race: Ethnic studies and literacies of power in high school classrooms. *Race and Social Problems*, 7(1), 84-96.
16. Garcia, A., Mirra, N., Morrell, E. Scorza, D., and Martinez, A. (2015). The council of youth research: Critical literacy and civic agency in the digital age. *Reading and Writing Quarterly*, 31(2) 151-167.
17. Morrell, E. (2015). Popular culture 2.0: Teaching critical media literacy in the English Language Arts classroom. *New England Reading Association Journal*,

18. Morrell, E. (2014). English Teaching as Teaching Students to Read the Word and the World: A Presidential Commentary. *NCTE Council Chronicle*, 24 (2).
19. Morrell, E. (2014). Critical Action Research and the Future of English Education: A Presidential Commentary. *NCTE Council Chronicle*, 24 (1).
20. Morrell, E. (2014). Toward a Critical Model of Teacher Learning: Lessons from the South Carolina Reading Initiative. *Reading and Writing Quarterly*, 30 (3).
21. Morrell, E. (2014). Cultures, contexts, and codes: An interview with NCTE President Ernest Morrell. *English Journal*, 103 (4) 12-15.
22. Bautista, M., Bertrand, M., Morrell, E., Scorza, D., and Matthews, C. (2013). Participatory Action Research and City Youth: Methodological Insights from the Council of Youth Research. *Teachers College Record*, 115 (2).
23. Mirra, N., Morrell, E., Cain, E., Scorza, D., and Ford, A. (2013). Educating for a critical democracy: Civic participation re-imagined in the council of youth research. *Democracy and Education*, 21 (1) 1-10.
24. Morrell, E. (2013). Inventors of the Future: A Vision for NCTE and Our Affiliates. *Statement*.
25. Morrell, E. (2013). 21st century literacies, critical media pedagogy, and the future of English language arts. *Reading Teacher*, 66 (4)
26. Scorza, D., Mirra, N., and Morrell, E. (2013). It should just be education: Critical pedagogy normalized as academic excellence. *International Journal of Critical Pedagogy*, 4 (2), 15-34.
27. Morrell, E. (2012). Teachers as critical researchers: An empowering model for urban education. In G. Cannella & S. Steinberg (Eds). *The Critical Qualitative Research Reader* (pp. 364-379). New York: Peter Lang.
28. Morrell, J., and Morrell, E. (2012). Linking the Word to the World: Connecting Multicultural Literature to the Lives of 21st Century Youth. *The Dragon Lode*.
29. Morrell, E., and Morrell, J. (2012). Multicultural Readings of Multicultural Literature and the Promotion of Social Awareness in ELA Classrooms. *New England Reading Association Journal*, 47(2), 10-16.
30. Garcia, A., and Morrell, E. (2013). City youth and the pedagogy of participatory media. *Learning, Media, and Technology*, 38 (2), 123-137.
31. Morrell, E., and Noguera, P. (2011). A framework for change: A broader and bolder approach to school reform. *Teachers College Record*. August 4, 2011: <http://www.tcrecord.org>. ID Number 16503.
32. Morrell, E., Maloney, E. and De Maret, P. (2011) A Conversation Between Three Literacy Educators. *Statement*, 48 (1), 21-25.

33. Morrell, E. (2011). Critical Approaches to Media in Urban English Language Arts Teacher Development. *Action in Teacher Education*, 33 (2), 157-171.
34. Morrell, E. (2011). The Importance of Context in Literacy Instruction. In D. Fisher and D. Lapp. (Eds.) *The Handbook of Research on English Language Arts* (pp. 69-76). New York: Routledge.
35. Rogers, J., and Morrell, E. (2011). A Force to Reckon With: The Campaign for College Access in Los Angeles. In M. Orr and J. Rogers (Eds.). *Public Engagement and Public Education: Joining Forces to Revitalize Democracy and Equalize Schools* (pp. 227-250). Stanford: Stanford University Press.
36. Mirra, N., and Morrell, E. (2011). Teachers as Civic Agents: Toward a Critical Democratic Theory of Urban Teacher Development *Journal of Teacher Education*, 62 (4), 408-420.
37. Morrell, E. (2011). Powerful Leadership in English Education. *English Leadership Quarterly*, 34(2) 14-18.
38. Florio-Ruane, S. and Morrell, E. (2011). Discourse Analysis: Conversation. In N. Duke and M. Mallette. *Literacy Research Methodologies*. New York: Guilford, Completely revised second edition.
39. Morrell, E. (2010). Critical Literacy, Educational Investment, and the Blueprint for Educational Reform: An Analysis of the Reauthorization of the Elementary and Secondary Education Act. *Journal of Adolescent and Adult Literacy*, 54 (2) 146-149.
40. Morrell, E. (2009). Critical Research and the Future of Literacy Education. *Journal of Adolescent and Adult Literacy*, 53 (2), 96-104.
41. Morrell, E. (2009). Teaching Hip-hop in the English Classroom. In R. Hammer and D. Kellner (Eds.) *Media/Cultural Studies: Critical Approaches* (pp. 152-164). New York: Peter Lang.
42. Morrell, E (2009). Media Literacy. In K. Lomotey (Ed.) *Encyclopedia for African-American Education*. Thousand Oaks, CA: Sage.
43. Morrell, E. (2008). Teaching Became a Revolution. In S. Nieto (Ed.) *Dear Paulo: Letters from those who dare teach* (pp. 102-103). New York: Paradigm.
44. Morrell, E. (2008). Rebel Musics: African Diaspora Popular Culture and Critical Literacies. In C. Payne and C. Strickland (Eds.) *Teach Freedom: The African American Tradition of Education for Liberation* (pp. 222-235). New York: Teachers College Press.
45. Morrell, E., and Duncan-Andrade, J. (2008). Comin' from the School of Hard Knocks: Hip and the Revolution of English Classrooms in City Schools. In B. Ayres, G. Ladson-Billings, G. Michie, and P. Noguera (Eds.) *City Kids, City Schools: More reports from the front row* (pp. 197-207). New York: New Press.

46. Morrell, E. (2008). The Critical Uses of Hip-hop in Antiracist Education. In M. Pollock (Ed.) *Everyday Antiracism* (pp. 161-165). New York: New Press.
47. Morrell, E. (2008). Creating Communities of Writers and Connections Between Writers and Communities: Professional Resources for Teachers. *Language Arts*, 85 (4), 322-324.
48. Morrell, E. (2007). Youth Participatory Action Research, Civic Engagement, and Educational Reform: Lessons from the IDEA Seminar. In J. Camarota and M. Fine (Eds). *Revolutionizing Education: Youth Participatory Action Research in Motion* (pp. 155-185). New York: Routledge.
49. Morrell, E. (2007). Preface. In sj Miller and L. Norris. *Unpacking the Loaded Teacher Matrix: Negotiating Space and Time Between University and Secondary English Classrooms* (pp. xi-xv). New York: Peter Lang.
50. Duncan-Andrade, J., and Morrell, E. (2007). Critical Pedagogy and Popular Culture in an Urban English Classroom. In J. Kincheloe and P. McLaren (Eds.) *Critical Pedagogy: Where Are We Now?* (pp. 183-201). New York: Peter Lang.
51. Morrell, E. (2007). Critical Literacy and Popular Culture in Urban Education: Toward a Pedagogy of Access and Dissent. In C. Clark and M. Blackburn (Eds.). *Literacy Research for Political Action and Social Change* (pp. 235-255). New York: Peter Lang.
52. Morrell, E. (2007). Urban Students as Critical Ethnographers: Critical Textual Production through Community-Based Research. In J. Kincheloe & K. Hayes (Eds.), *Teaching City Kids: Understanding and Appreciating Them* (pp. 267-281). New York: Peter Lang.
53. Rogers, J., Morrell, E., and Enyedy, N. (2007). Contexts for becoming critical researchers: Designing for identities and creating new learning opportunities. *American Behavioral Scientist*, 51 (3), 419-443.
54. Barone, D., and Morrell, E. (2007). Knowledge to Support the Teaching of Reading: Preparing Teachers for a Changing World. *Reading Research Quarterly*, 42 (1), 167-180.
55. Duncan-Andrade, J. and Morrell, E. (2007). Youth Culture. In Kathryn Borman, Spencer Cahill, and Bridget Cotner (Eds.) *The Praeger Handbook of the American High School*. Westport, CT: Greenwood Publishing Group.
56. Morrell, E. (2007) Media Literacy. In C. Claus- Ehlers (Ed.) *Encyclopedia of Cross-Cultural School Psychology*. Springer International.
57. Morrell, E. (2007). Academic Achievement. In Kathryn Borman, Spencer Cahill, and Bridget Cotner (Eds.) *The Praeger Handbook of the American High School*. Westport, CT: Greenwood Publishing Group.

58. Morrell, E., and Rogers, J. (2006). Students as Critical Public Historians: Insider Research on Diversity and Access in Post Brown v. Board Los Angeles. *Social Education*, 70 (6), 366-369.
59. Morrell, E. (2006). Critical Participatory Action Research and the Literacy Achievement of Ethnic Minority Groups. *55th Annual Yearbook of the National Reading Conference*, 55, 60-78.
60. Morrell, E., and Duncan-Andrade, J. (2006). Popular Culture and Critical Media Pedagogy in Secondary Literacy Classrooms. *International Journal of Learning*, 12 (9), 273-280.
61. Boyd, F., Morrell, E., et. al. (2006). Real teaching for real diversity: Preparing English language arts teachers for 21st century classrooms. *English Education*, 38 (4), 329-350.
62. Morrell, E., and Orellana, M. (2006). Professional Resources for Teaching Multimodal Literacies. *Language Arts*, 84 (1), 87-92.
63. Morrell, E. (2006). Toward a Bottom-Up Accountability System in Urban Education: Students as Researchers in Urban Schools. In J. Cammarota, S. Ginwright, and P. Noguera (Eds.) *Beyond Resistance! Youth Activism and Community Change* (pp. 111-129). New York: Routledge.
64. Burns, L., and Morrell, E. (2005). Critical Discourse Analysis in Literacy Research. *54th Annual Yearbook of the National Reading Conference*, 54, 132-143.
65. Morrell, E. (2005). Toward a Critical English Education: Reflections on and Projections for the Discipline. *English Education*, 37 (4), 312-322
66. Duncan-Andrade, J. and Morrell, E. (2005). Turn Up That Radio, Teacher: Popular Cultural Pedagogy in New Century Urban Schools. *Journal of School Leadership*, 15, 284-308.
67. Morrell, E. (2004). Bahktin's Dialogic Pedagogy: Implications for Critical Pedagogy, Teacher Research, and Literacy Education in the United States. *Journal of Russian and Eastern European Psychology*, 42 (6), 90-95.
68. Collatos, A., Morrell, E., Lara, R., and Nuno, A. (2004). Critical Sociology in K-16 Early Intervention: Remaking Latino Pathways to Higher Education. *Journal of Hispanic Higher Education*, 3 (2), 164-180.
69. Morrell, E., & Duncan-Andrade, J. (2004) What Youth Do Learn in School: Using Hip-Hop as a Bridge to Canonical Poetry. In J. Mahiri (Ed.), *What They Don't Learn in School: Literacy in the Lives of Urban Youth* (pp. 247-268). New York: Peter Lang.

70. Florio-Ruane, S. and Morrell, E. (2004). Discourse Analysis: Conversation. In N. Duke and M. Mallette. *Literacy Research Methodologies* (pp. 46-61). New York: Guilford.
71. Morrell, E. (2003). English/Language Arts Curriculum Revisited: Using Court Trials to Teach Writing in Secondary English Classrooms. *Florida English Journal*, 39 (1), 20-22.
72. Reprinted as "Focus" on Writing for NCTE's Classroom Notes Plus, January 2004.
73. Morrell, E., & Collatos, A. (2003). Toward a Critical Teacher Pedagogy: Utilizing Student Sociologists as Teacher Educators. *Social Justice*, 29 (4), 60-71.
74. Morrell, E. (2003). Writing to Change the World: Creating Critical and Relevant Texts in Secondary English Classrooms. *Language Arts Journal of Michigan*, 19 (1), 25-27.
75. Morrell, E. (2003). Legitimate Peripheral Participation as Professional Development: Lessons from a Summer Research Seminar. *Teacher Education Quarterly*, 30 (2), 89-99.
76. Collatos, A., & Morrell, E. (2003). Apprenticing Urban Youth as Critical Researchers: Implications for School Reform. In B. Rubin and E. Silva (Eds.) *Critical Voices in School Reform: Students Living Through Change* (pp.113-132). New York: Routledge/Falmer.
77. Morrell, E. (2003). Teaching about Diversity through Popular Film in Secondary English Classrooms. *Arizona English Bulletin*, 45 (2), 23-27.
78. Morrell, E. (2002). Putting Chaucer on Trial: Using Popular Cultural Schemata to Increase Critical Reading in Secondary Classrooms. *California English*, 7 (5), 24-25.
79. Morrell, E. (2002). Toward a Critical Pedagogy of Popular Culture: Literacy Development among Urban Youth. *Journal of Adolescent and Adult Literacy*, 46 (1), 72-77.
80. Reprinted through the peer-reviewed internet journal of the International Reading Association *Reading Online: Focus on Urban Education initiatives*, 2003.
81. Morrell, E., & Duncan-Andrade, J. (2002). Toward a Critical Classroom Discourse: Promoting Academic Literacy through Engaging Hip-hop Culture with Urban Youth. *English Journal*, 91 (6), 88-94.
82. Morrell, E. (2002). Getting Tuned In: Teaching Television and Film in Diverse Secondary English Classrooms. *Indiana English*, 25 (1), 22-25.
83. Morrell, E. (2002). Cybercommunities of Practice: Implications for Secondary English Teachers. *Michigan English Teacher*, 54 (2), 14.

84. Morrell, E. (2002). Teaching Popular Culture to Diverse Students in Secondary English Classrooms: Implications for Literacy Development. *Language Arts Journal of Michigan*, 18 (1), 9-12.
85. Oakes, J., Rogers, J., Lipton, M., & Morrell, E. (2002). The Social Construction of College Access: Confronting the Technical, Cultural, and Political in Eligibility. In Tierney, W.G. and Haggerdon, L.S. (Eds.), *Extending our Reach: Strategies for Increasing Access to College* (pp.105-121). Albany, NY: State University of New York Press.
86. Morrell, E. (2001). Using Hip-hop Culture to Promote Academic and Critical Literacy in Urban Schools. *Center X Forum*.
87. Morrell, E. (2000) In Their Words, For Their Worlds: Academic and Critical Literacy Development in a High School Urban Studies Seminar. *Center X Quarterly*.

Dissertation

- Morrell, E. (2001). *Transforming Classroom Discourse: Academic and Critical Literacy Development through Engaging Popular Culture*. Dissertation, University of California at Berkeley. [Winner, Outstanding Dissertation Award.]

PRESENTATIONS TO NATIONAL AND INTERNATIONAL CONFERENCES

1. Morrell, E. (2018). The Joy and Power of Reading. Paper delivered at the annual meeting of the National Council of Teachers of English. Houston, TX
2. Morrell, E. (2018). *Literacy and Justice for All: Developing Powerful Readers and Writers in Perilous Times*. Paper Delivered at the annual meeting of the California Association of Teachers of English. San Diego, CA.
3. Morrell, E. (2018). *Towards a Strengths-based Social Emotional Framework for Improving Reading for Children*. Texas CREST. Austin, TX.
4. Morrell, E. (2018). *Literacy, Leadership, and Racial Justice*. Paper presented at the Teaching Race in the ELA Classroom Conference of the Michigan Council of Teachers of English. Waterford, MI.
5. Morrell, E. (2018). *New Directions in Literacy Teaching*. Paper presented to the Florida Council of Language Arts Supervisors. Clearwater, FL
6. Morrell, E. (2018). Developing Powerful Readers and Writers: A District Leader's Call to Action. Paper presented at the Wisconsin Association of School District Administrators conference. Madison, WI

7. Morrell, E. (2018). Every Child a Super Reader: Seven Strengths to Open a World of Possible. Paper presented at the annual conference of the Literacy Association of Tennessee
8. Morrell, E. (2017). The Joy and Power of Reading. Presentation delivered at the annual meeting of the National Council of Teachers of English. St. Louis, MO.
9. Morrell, E. (2017). Edmund W. Gordon's Pedagogical Imagination. Presentation delivered at the annual meeting of the American Educational Research Association, San Antonio, TX.
10. Morrell, E. (2017). Researching Youth Identities in Contentious Political Moments. George Washington University Dean's Salon Address delivered at the annual meeting of the American Educational Research Association, San Antonio, TX.
11. Morrell, E., and Khan, N. (2017). The Curriculum of the African Diaspora. Paper delivered at the annual meeting of the American Educational Research Association, San Antonio, TX.
12. Manning, P., Morrell, E., and Freeman, K. (2017). The African Diaspora Course: Interventions for African American Educational Excellence. Talk delivered to the ETS Conference on Assessment and African American Educational Excellence, Washington, DC.
13. Morrell, E. (2017). Social Justice, Leadership, and the future of the United States Military Academy. Paper and talk delivered at the 15th annual Diversity Leadership Conference, West Point, New York.
14. Morrell, E. (2017). How Does the Work of Teaching Become the Work of Social Justice? Paper and Major Forum presentation at the annual meeting of the AACTE, Tampa, Florida.
15. Morrell, E. (2017). The African Diaspora AP Course: Background, Pedagogy, Implementation, Research, and Significance. Paper presented at the annual meeting of the Comparative and International Education Society, Atlanta, GA.
16. Morrell E. (2016). Radical Self-Love, Critical Literacy, and the Future of Civic Education. Invited plenary session talk delivered at the annual meeting of the Association for Moral Education, Harvard University.
17. Morrell, E. (2016). On Courage, Hope, Joy and the Power of Reading in Perilous Times. Presentation delivered at the annual meeting of the National Council of Teachers of English. Atlanta, Georgia.
18. Morrell, E. (2016). Critical Hermeneutics: Reading Theory for 21st Century English. Presentation delivered at the annual meeting of the National Council of Teachers of English, Atlanta, GA.

19. Morrell, E. (2016). Toward a Critical Comparative Approach to Equity, Diversity and Policy in Literacy Teaching and Learning. Invited research panel presentation delivered at the annual meeting of the International Literacy Association, Boston, MA.
20. Morrell, E. (2016). Promoting Digital Literacies in Middle Grades Classrooms. Literacy Research Panel Presentation delivered at the annual meeting of the International Literacy Association, Boston, MA.
21. Morrell, E. (2016). Academic and Critical Literacy Development through Social Action Projects. Invited Research Poster session at the annual meeting of the International Literacy Association, Boston, MA.
22. Allyn, P., and Morrell, E. (2016). Every Child a Super Reader: 7 Strengths to Open a World of Possible. Presentation delivered at the annual meeting of the International Literacy Association, Boston, MA.
23. Morrell, E. (2016). Educating the African Diaspora: A Critical, Comparative Perspective. Inaugural Henry M. Levin lecture delivered at the annual meeting of the Comparative and International Education Society, Vancouver, BC.
24. Morrell, E. (2015). The Joy and Power of Reading. Presentation delivered at the annual meeting of the National Council of Teachers of English, Minneapolis, MN.
25. Morrell, E. (2015). New Directions in Teaching English: Reimagining Teaching, Teacher Education, and Research. Bi-Annual Meeting of the International Federation of Teachers of English.
26. Morrell, E. (2015). Educational Scholarship AS Praxis: Fighting for Justice in Local and Global Contexts. Invited keynote address given at the annual meeting of the American Educational Research Association, Chicago, IL.
27. Morrell, E. (2015). Critical Media Pedagogy: Transforming Adolescent Literacy Instruction. Invited keynote address given at the annual meeting of the Manitoba Reading Association, Winnipeg, MB.
28. Morrell, E. (2014). Powerful English Yesterday, Today, and Tomorrow: Toward the Next Movement. Invited Presidential address delivered at the annual meeting of the National Council of Teachers of English, Washington DC.
29. Morrell, E. (2014). Critical Media Pedagogy and Supports for Struggling Readers. Invited Keynote presentation given at the annual meeting of the International Reading Association, New Orleans, LA.
30. Morrell, E. De los Rios, C. and Lopez, J. (2014). Toward a critical pedagogy of race: Ethnic Studies and literacies of power in High School Classrooms. Invited keynote delivered at the NYU Brown@60 Conference, New York, NY.

31. Morrell, E. (2013). Cultivating Youth Voices: Teaching Writing in the Media Age. Paper presented at the annual meeting of the American Educational Research Association. San Francisco, CA.
32. Morrell, E. (2013). Powerful Writing Instruction for the 21st Century. Presentation given at the annual meeting of the International Reading Association, San Antonio, TX.
33. Morrell, E. (2012). (Re)Inventing the Future of English. Invited keynote and paper delivered to the annual meeting of the National Council of Teachers of English, Las Vegas, NV.
34. Morrell, E. (2012). The Educational Imperative for Hip Hop Education. Invited paper delivered to the Hip-Hop Think Tank II Summit, New York, NY.
35. Morrell, E. (2012). Popular Culture, Action Research, and Math Achievement in City Schools. Invited keynote delivered at the annual meeting of the Ohio Council of Teachers of Mathematics (OCTM), Columbus, OH.
36. Morrell, E. (2012). The Literacies They Need: Teaching Reading and Writing in the 21st Century. Invited keynote delivered at the Diamond State Reading Association Conference, Dover, DE.
37. Morrell, E. (2012). Our Second Century: A Grassroots Vision for Affiliates and the Future of NCTE. Invited keynote delivered at the annual meeting of the NCTE Affiliates, St. Louis, MO.
38. Morrell, E. (2012). Engaged Research and the Re-Imaging of Classroom Life. Invited keynote delivered at the annual meeting of the Critical Race Studies in Education Association, New York, NY.
39. Morrell, E. (2012). Powerful English Language Arts: Reading and Writing Pedagogies for the 21st Century. Invited Teaching Edge Keynote delivered at the annual meeting of the International Reading Association, Chicago, IL.
40. Morrell, E. (2012). Critical Media Pedagogy and Critical Language Awareness: Youth Production and the Re-Imaging of Classroom Life. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC.
41. Morrell, E. (2012). Toward a grounded theory of engaged literacy research. Keynote delivered at the annual meeting of the National Council of Teachers of English Assembly for Research (NCTEAR), Tuscaloosa, AL.
42. Morrell, E. (2011). The Uses of Paulo Freire in 21st Century English Education. Paper given to the annual meeting of the National Council of Teachers of English (NCTE), Chicago, IL.
43. Morrell, E. (2011). Community Engagement in Education: Does it Really Take a Village? Invited panel participant on the 5th Annual Children's Storefront Urban Education Symposium. New York, NY.

44. Morrell, E. (2011). Multicultural Readings of Multicultural Literatures in Diverse ELA Classrooms. Invited workshop keynote given to the annual meeting of the New England Reading Association, Sturbridge, Massachusetts.
45. Morrell, E. (2011). Critical Literacies and 21st Century Youth: New Possibilities for English Language Arts. Invited workshop keynote given to the annual meeting of the Colorado Language Arts Society, Golden, Colorado.
46. Morrell, E. (2011). *Accounting for Demographic Differences in Powerful English Language Arts Classrooms*. Paper presentation given at the annual meeting of the International Reading Association, Orlando, Florida.
47. Bautista, M., Bertrand, M., Morrell, E, Matthews, C., and Scorza, D. (2011) *Youth research, democracy, and education transformation: Defying tradition in research*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
48. Morrell, E., Garcia, A., Martinez, A., Mirra, N., and Scorza, D. (2011). *Learning for social change: Youth as Critical Researchers and Community Advocates*. Paper presented to the annual meeting of the American Educational Research Association, New Orleans, LA.
49. Morrell, E. (2011). Critical Democratic Theory and Urban Teacher Development. Paper presented to the annual meeting of the American Association of Colleges for Teacher Education, San Diego, CA.
50. Morrell, E. (2010). *Context Specific Literacy Instruction*. Paper presented at the annual meeting of the National Council of Teachers of English, Orlando, Florida.
51. Morrell, E. (2010). *Academic and Critical Literacy through Documentary Filmmaking: Apprenticeships in Practice*. Paper presented at the annual meeting of the National Council of Teachers of English, Orlando, Florida.
52. Morrell, E. (2010). *Youth Voice and Adolescent Literacy Development: Toward a critical framework for Twenty-first Century Reading Pedagogies*. Keynote address given to the annual meeting of the California Reading Association, Riverside, CA.
53. Morrell, E., et. al. (2010). *Proceedings. NSF Sponsored Colloquy on Minority Males in STEM*. Baltimore, MD.
54. Morrell, E. (2010). *I Too Sing, America: Youth Voice and College Access for African-American Youth*. Keynote address delivered to the annual meeting of the California Alliance of African-American Educators, Los Angeles, California.
55. Morrell, E. (2010). *Rigor, Relevance, and Powerful Literacies in Diverse 21st Century Classrooms*. Keynote and presentation delivered at the NCTE Spring Virtual Conference.

56. Morrell, E. (2010). *Developing Youth Voices: Literacy, Identity and Achievement through Community Centered Activity*. Keynote address delivered to the 20th annual meeting of the Superintendents' Commission for the Study of Demographics and Diversity, Chicago, Illinois.
57. Morrell, E. (2010). *High School Students as Researchers of the Social Ecologies of their Lives*. Presidential Session at the annual meeting of the American Educational Research Association, Denver, Colorado.
58. Morrell, E., Mirra, N., and Rogers, J. (2010). *Youth Research and Advocacy: Actions and Achievements for Change*. Paper presented at the annual meeting of the American Educational Research Association, Denver, Colorado.
59. Morrell, E. (2010). *Critical Urban Literacy as Critical Documentary Filmmaking: Apprenticeships in Practice*. Paper given to the Digital Media and Learning Conference, University of California, San Diego.
60. Morrell, E. (2010). *Literacy, Learning, and Leadership in 21st Century Schools*. Presentation given to the annual meeting of the American Association of School Administrators, Phoenix, AZ.
61. Alvermann, D., Duffy, G., Morrell, E., & Siegel, M. (2009). *Integrative Research Review - A Debate With Ourselves About the Contributions of Literacy Research to Practice and Policy*. Review of Research Address presented to the annual meeting of the National Reading Conference, Albuquerque, NM.
62. Morrell, E. (2009) *Critical Literacy for ALL Learners: Pedagogies of Access, Dissent, and Liberation*. Invited keynote address given to the annual meeting of the California State University Center for the Advancement of Reading (CAR) Conference, Sacramento, California.
63. Morrell, E. (2009). *Teachers in Communities: Collaborations for Action and Change*. Invited keynote and workshop given to the Teaching and Learning in the 21st Century Conference, Tucson, Arizona.
64. Morrell, E. (2009). *Youth Research and the Project of Urban School Reform*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, California.
65. Morrell, E. (2009). *Plotting the Revolution: Being and Becoming Critical Educators*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, California.
66. Morrell, E. (2008). *Conducting Community-Based Research with Urban Youth: Writing the Word and the World*. Paper presented at the annual meeting of the National Reading Conference, Orlando, Florida.
67. Morrell, E. (2008). *Oral Storytelling and Multimodal Presentations in a Powerful Urban English Classrooms*. Paper presented at the annual meeting of the National Council of Teachers of English, San Antonio, Texas.

68. Morrell, E. (2008). *Powerful English in Diverse 21st Century Classrooms*. Paper presented to the NCTE Institute for 21st Century Literacies. Indianapolis, Indiana.
69. Morrell, E. (2008). *Critical Literacy Education in an Era of Globalization: Designs for Action, Achievement, and Change*. Paper presented at the annual meeting of the American Educational Research Association, New York.
70. Morrell, E. (2008). *Critical Pedagogy in High School English: Achievement, Advocacy, and Small Spaces for Revolutionary Love*. Paper presented at the annual meeting of the American Educational Research Association, New York.
71. Morrell, E. (2007). *Bloggers, Texters, Rappers, and More: Youth Literacies in the 21st Century*. Paper presented at the annual convention of the National Council of Teachers of English, New York.
72. Morrell, E. (2007). *Critical Literacy and Popular Culture in Urban Education: Toward a Pedagogy of Access and Dissent*. Paper presented at the annual convention of the National Council of Teachers of English, New York.
73. Morrell, E. (2007). *Becoming Documentary Filmmakers: Adolescent Learning and Literacy Development*. Paper presented at the annual convention of the National Council of Teachers of English, New York.
74. Morrell, E. (2007). *Critical Pedagogy, Popular Culture, and Literacy Development in K-12 Classrooms*. Paper presented at the annual meeting of the International Reading Association, Toronto, Ontario.
75. Morrell, E. (2007). *Critical Research and Urban Youth: Methodological Insights from a Summer Research Seminar*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
76. Morrell, E. (2007). *Academic Literacy Development During the Making of an iMovie: Multimodal Literacy Instruction for Urban Adolescents*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
77. Morrell, E. (2007). *Tensions, Possibilities, and a New Critical Pedagogy in Urban K-12 Education*. Paper presented at the Oxford Critical Pedagogy Conference. Oxford, UK.
78. Morrell, E. (2006). *Critical Approaches to Teaching Film and Media Culture in Secondary English Classrooms*. Paper presented at the annual meeting of the National Council of Teachers of English, Nashville, TN.
79. Burns, L., and Morrell, E. (2006). *Why Critical Discourse Analysis in Literacy Research*. Paper virtually presented at the international virtual conference; The Role of Description and Explanation in Educational and Social Research.

80. Morrell, E. (2006). *Youth Participatory Action Research as Critical Pedagogy: Lessons from Practice*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
81. Morrell, E., and Duncan-Andrade, J. (2006). *Toward a Critical Pan-Ethnic Studies Framework for Educational Research and Practice*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
82. Morrell, E. (2006). *Teaching Critical Literacy through Popular Culture: Increasing Academic Achievement and Civic Engagement in Urban Education*. Paper and interactive workshop delivered to the annual meeting of the National Council of Teachers of English Assembly for Research, Chicago.
83. Morrell, E. (2005) *A Review of the Research: Critical/Action Research and the Academic Achievement of Ethnic Minority Groups*. Invited paper presented at the annual meeting of the National Reading Conference, Miami Beach, FL.
84. Morrell, E. (2005). *Critical Approaches to Teaching Hip-Hop in Secondary English Classrooms*. Paper presented at the annual convention of the National Council of Teachers of English, Pittsburgh, PA.
85. Morrell, E. (2005). *Popular Culture, Cultural Studies, and Critical English Education*. Paper presented at the Conference on English Education Colloquium, Pittsburgh, PA.
86. Morrell, E. (2005). *Toward a Radical/ International/ Decolonizing Model of Teacher Development*. Paper virtually presented at the 4th annual conference of the Centre for Caribbean Thought, University of West Indies, Mona, Jamaica.
87. Duncan-Andrade, J., and Morrell, E. (2005). *Critical Media Literacy and Urban Youth*. Paper virtually presented at the Twelfth Annual International Conference on Learning, Grenada Spain.
88. Morrell, E. (2005). *Critical Sociology as Civic Engagement: Urban Teens as Indigenous Researchers*. Paper presented at the annual meeting of the American Educational Research Association, Montreal.
89. Morrell, E. (2005). *Critical Pedagogy, Popular Culture, and CHAT: Implications for literacy research and Praxis*. Paper presented at the annual meeting of the American Educational Research Association, Montreal.
90. Morrell, E. (2005). *Critical Literacy, Media Production, and Civic Engagement among Urban Youth*. Paper presented at the annual meeting of the American Educational Research Association, Montreal.
91. Morrell, E. (2005). *Rebel Music on the Black Atlantic: From Urban Literacies to Academic and Social Transformations*. Paper presented at the annual meeting of the Caribbean Studies Association, Santo Domingo, Dominican Republic.

92. Cushman, E., and Morrell, E. (2005). *Critical Approaches to English Education: Sites for Pre-service Teacher Training*. Paper presented at the annual meeting of the American Educational Research Association, Montreal.
93. Morrell, E. (2005). *The Critical Uses of Hip-Hop in Antiracist Pedagogies in Secondary Classrooms*. Paper presented at the fourth annual Race in the 21st Century conference, East Lansing, Michigan.
94. Morrell, E. (2005). *Critical Literacy and Popular Culture in Urban Education: Toward a Pedagogy of Access and Dissent*. Invited paper and lecture presented at the annual meeting of the National Council of Teachers of English Assembly for Research, Columbus, Ohio.
95. Morrell, E., and Burns, L. (2004). *Critical Discourse Analysis in Literacy Research*. Paper presented at the annual meeting of the National Reading Conference. San Antonio, Texas.
96. Morrell, E. (2004). *Toward a Bottom-Up Accountability System in Urban Education: Students as Researchers in Urban Schools*. Paper presented at the Youth, Communities, and Social Justice conference. Sponsored by the Ford Foundation, New York.
97. Morrell, E. (2004). *Discourse Analysis: Conversation*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
98. Morrell, E. (2004). *Enacting Pedagogies and Literacies of Power: Lessons from a Research Seminar for Urban Students, Teachers, and Parents*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
99. Morrell, E. (2004). *Critical and Digital: New Media and Textual Production for Social Action in a Research and Writing Seminar*. Paper presented at the Conference on College Composition and Communication, San Antonio.
100. Morrell, E. (2004). *Critical Ethnography in Urban Education: Promoting Literacy and Social Change through Community Research*. Paper presented at the annual meeting of the Conference for Urban Ethnography, University of Pennsylvania.
101. Morrell, E. (2003). *Parents and Students as Partners in Critical Research: Implications for Literacy Education*. Paper presented at the annual meeting of the National Council of Teachers of English, San Francisco.
102. Morrell, E. (2003). *Urban Students as Critical Ethnographers: Pedagogy and Production in Community-Based Research*. Paper presented at the annual meeting of the American Anthropological Association, Chicago.
103. Morrell, E. and Collatos, A. (2003) *Critical Pedagogy in a College Access Program for Students of Color*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

104. Collatos, A. and Morrell, E. (2003) *Futures in Theory and Practice: Critical Sociology in a College Access Intervention Program*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
105. Collatos, A., & Morrell, E. (2003). *Apprenticing Urban Youth as Critical Researchers: Implications for School Reform*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
106. Morrell, E. (2003). *Teachers as Critical Researchers: The Role of Critical Research in Urban Teacher Transformation and Development*. Paper prepared for the annual forum of the Center for Urban Ethnography, University of Pennsylvania.
107. Morrell, E. and Rogers, J. (2003). *Critical Learning and Critical Research in the IDEA Summer Seminar*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
108. Duncan-Andrade, J. and Morrell, E. (2003). *E"race"ing, Enabling: Toward a Critical Media Pedagogy in Urban Secondary Literacy Classrooms*. Paper presented at the NCTE Assembly for Research Midwinter Research Conference; Teaching and Researching Across Color Lines: Literacies, Pedagogies, and Politics of Difference; Minneapolis, MN.
109. Morrell, E. (2003). *Writing the Word and the World: Critical Literacy and Counter-textual Production in College Composition Courses*. Paper presented at the Conference of College Composition and Communication, New York, NY.
110. Collatos, A. and Morrell, E. (2003). *Engaging Urban Students as Critical Researchers in the Sociology of Education: Disrupting Social Reproduction and Increasing Access to Higher Education*. Paper presented to the annual meeting of the Athens Institute for Education and Research, Athens, Greece.
111. Morrell, E. (2002). *Legitimate Peripheral Participation as Professional Development: Lessons from a Summer Research Seminar*. Paper presented at the first annual conference of the Urban Teacher Educator Network, Los Angeles, CA.
112. Morrell, E. (2002). *Becoming Critical Researchers: Literacy and Empowerment for Urban Youth*. A paper presented at the annual meeting of the National Reading Conference, Miami.
113. Morrell, E. (2002). *Teaching Popular Culture in Secondary English Classrooms*. A paper presented at the annual meeting of the National Council of Teachers of English, Atlanta.
114. Morrell, E. (2002). *Toward a Critical Hip-Hop Pedagogy: Literacy and Empowerment for African-American Males in Urban Schools*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

115. Rogers, J. and Morrell, E. (2002). *Learning about Capital: Social Theory in the High School Curriculum*. Paper presented at the annual meeting of the Sociology of Education Association, Asilomar.
116. Morrell, E. (2001). *Building Cybercommunities of Practice Among Urban Youth: Implications for Academic and Critical Literacy Development*. Paper presented at the annual meeting of the National Council of Teachers of English, Baltimore.
117. Morrell, E., & Collatos, A. (2001). *Toward a Critical Teacher Pedagogy: Using Student Sociologists as Teacher Educators*. Paper presented at the annual meeting of the American Educational Research Association, Seattle.
118. Morrell, E., Collatos, A., & Rogers, J. (2001). *Transforming Consciousness: The Role of Critical Theory in a College Access Intervention Program*. Paper presented at the annual meeting of the American Educational Research Association, Seattle.
119. Morrell, E. & Rogers, J. (2001). *Learning about Capital: Toward a Grounded Theory of Critical Capital*. Paper presented at the annual meeting of the American Educational Research Association, Seattle.
120. Morrell, E. (2000) *Curriculum and Popular Culture: Building Bridges and Making Waves*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
121. Morrell, E. (2000) *Using Hip-Hop Culture as a Bridge to Canonical Poetry Texts in an Urban Secondary English Class*. A paper presented at the annual meeting of the American Educational Research Association, New Orleans.
122. Morrell, E., & Rogers, J. (2000) *ED 001: A Case Study in Reconstructing College "Readiness"*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
123. Morrell, E., Montañó, T., Lopez-Metcalf, E., Pacheco, M., & Wilcher, M. (2000) *Diversity and Teacher Education: Multicultural Perspectives of a Teacher Education Program as a Community of Practice*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

GRANTS -- PRINCIPAL INVESTIGATOR

1. Contemporary Issues Facing Catholic Schools: Lessons from the UK, Ireland, and the United States. Institute for Studies in the Liberal Arts (2019). \$3,000
2. Research Cluster on International Catholic Education, Kellogg Institute for International Studies. (2017-2020). \$150,000
3. Health Literacy for City Youth. Recipient of a grant from the Provost's Investment Fund (2014-2016). \$20,000.
4. The History of Education in Harlem. Recipient of a grant from the Provost's Investment Fund. 2012-2014. \$25,000.

5. Gordon Commission on the Future of Educational Assessment (sub-contract from ETS). 2011-2013. \$269,000.
6. The Council of Youth Research. Three-year (2008-2011) project funded by:
 - i. The Surdna Foundation. 2008-2011. \$375,000.
 - ii. The Annenberg Foundation. 2008-2010. \$150,000
 - iii. The Stuart Foundation. 2008-2010. \$150,000
7. Life in Our Schools: Youth Research, College Access, and Educational Reform. One-year project funded by the Institute for American Cultures. 2008. \$7,000.
8. The 21st Century Literacies of African-American Youth. A project funded by the Ralph Bunche Center for African-American Studies through their Ford-funded College Access Program for African Americans (CAPAA) grant. 2006-2007. \$18,000.
9. Critical Literacy, Teacher Development and Student Empowerment: A Case Study of a Critical Research and Writing Seminar. A postdoctoral research grant funded by the American Educational Research Association and the Institute for Education Sciences. 2001-2004. \$150,393.
10. Creating Interactive Software Programs for Critical Literacy Educators in K-12 Grades (with Ellen Cushman). Funded by the WIDE Research Center (Writing | Information | Design in E-Space). 2004. \$15,000.
11. The Urban Literacies Project. Seed grant funded through the Michigan State University College of Education. 2005. \$3767.

INVITED KEYNOTE ADDRESSES

- “High Leverage Literacy Practices for Diverse 21st Century Classrooms”—Region IV Reading and Writing Conference, February 8, 2019.
- “Critical Media Pedagogy: Culturally Responsive Literacies for Diverse Classrooms.”—Culturally Responsive Teaching Institute, Eastern Michigan University, January 14, 2019.
- “Teaching English Today.” Clark County Schools, December 8, 2018
- “Culturally Responsive Literacy Teaching.” Culturally Responsive Teaching Institute—Eastern Michigan University—November 14, 2018
- “Community Libraries and the Super Reader Movement.” Western Michigan University—November 2, 2018
- “Inspiring Readers and Writers in 21st Century Classrooms.” LitCon Conference, Garland, TX, October 12, 2018

- “Critical Pedagogy for Today’s Classrooms.” Excellence in Teaching Conference, University of Notre Dame, October 26, 2018
 - “High Leverage Literacy Practices for Vulnerable Children Attending Catholic and Government Schools.” Notre Dame Institute for Advanced Studies, September 19, 2018
 - “High Leverage Practices for Middle School Classrooms.” Carrollton, TX Schools, August 16, 2018
 - “High Leverage Practices for K-5 Schools.” Cy-Fair, TX Schools, August 14, 2018
 - “Every Child a Super Reader” Tomball, TX Schools August 15, 2018
 - “Critical Pedagogy for First Year Teachers.” Dallas ISD—August 8, 2018
 - “Literacy Practices for Diverse 21st Century Classrooms.” Parkway Schools—August 5, 2018
 - “New Directions in Literacy Teaching.” Wisconsin Literacy Summit—June 28, 2018
 - “Critical Pedagogy and Urban Catholic Education” Archdiocese of Philadelphia, St. Joseph’s College—June 20, 2018
 - “Disrupting Inequality through Teaching and Teacher Education.” University of Michigan—April 4, 2018
 - “Developing Powerful Readers and Writers in Perilous Times.” Stuart Greene Lecture, March 23, 2018
 - “Comprehensive Literacy for Families, Schools, and Homes.” Western Michigan University, March 6, 2018
 - “New Directions in Teaching English.” University of Wisconsin, Milwaukee, February 16, 2018
 - “Building Powerful Family School Connections.” Eastern Michigan University- January 18, 2018
- Culturally Relevant Teaching and the College of Education: Walking the Talk. Annual Jean B. Carlson Address. November 14, 2017.
- Pedagogies of Faith, Hope, and Love: Teaching in Urban, Multicultural 21st Century Catholic Schools. Invited lecture given at the UCCE Conference at the University of Notre Dame.
 - The Power of Literacy in Prevention Work to Promote Mental Health and Social Awareness. Invited keynote given at the State of Delaware Prevention Conference, April 5, 2016.

- “New Directions in the College Teaching of English.” Invited Lecture, Borough of Manhattan Community College, April 2, 2016.
- “Developing Powerful Readers and Writers for 21st Century Classrooms.” Invited keynote delivered at the annual meeting of the Keystone State Reading Association, October 23, 2015.
- “Powerful Teaching for Urban Catholic Schools.” Invited Lecture, University of Notre Dame, October 9, 2015.
- “Creating Powerful Readers and Writers for 21st Century Classrooms.” Invited Lecture, Florida State University, September 15, 2015.
- “Youth Civic Engagement and Racial Justice in Classrooms and Schools.” Invited Lecture, New York University, May 16, 2015
- “New Directions in Teaching English: Socially, Culturally, and Technologically Relevant Instruction.” Invited lecture, Johnson County Community College, April 24, 2015.
- “Critical Media Pedagogy: Teaching for Achievement in City Schools.” Harvard Graduate School of Education’s Dean’s Distinguished Lecture. Harvard University, Cambridge, MA, March 10, 2015.
- “Powerful Teaching, Powerful Schools: Engaging Youth in the Digital Age.” Inaugural Macy Endowed Lecture, Teachers College, Columbia University, New York, NY, March 4, 2015.
- “Revolutionizing Black Manhood: The Education Challenge.” Invited Keynote Lecture, Ohio State University, March 1, 2015.
- “Critical Pedagogy and Hip Hop in the College English Classroom” Invited keynote delivered at the Hip Hop Summit sponsored by Bergen Community College. Paramus, NJ, February 18, 2015.
- “Powerful English Language Arts: Socially, Culturally, and Technologically Relevant Instruction.” Invited keynote delivered at the annual meeting of the Texas Council of Teachers of English Language Arts, Houston, TX, January 23, 2015.
- “Powerful Readers and Writers: Pedagogies of NOW.” Invited keynote delivered at the annual meeting of the North Carolina English Teachers Association. Raleigh, NC, October 10, 2014.
- “Developing Readers and Writers through Community Engagement.” Invited keynote delivered at the Western Michigan Community Summit, Grand Rapids, MI, September 29, 2014.

- “Towards a Critical Pedagogy of Race: Ethnic Studies and Literacies of Power in HS Classrooms.” Invited keynote delivered at the NYU Brown@60 Conference, May 16, 2014.
- “Critical Pedagogy and Media Production: Engaging Struggling Readers” invited keynote delivered at the annual meeting of the International Reading Association, New Orleans, LA, May 9, 2014.
- “Pedagogies of Change and the Future of Engaged Research” William and Mary Jane Brinton Family Chair Lecture delivered at the University of California at Berkeley, May 6, 2014.
- “(Re) Inventing the Future of Literacy Education: Socially, Culturally, and Technologically Relevant Instruction” Invited keynote delivered at the 8th Annual Literacy Essentials Conference, New Berlin, CT, April 12, 2014.
- “Engaging ALL Students through Technology” Invited keynote delivered at the annual meeting of the Council for Exceptional Children, Philadelphia, PA, April 10, 2014.
- “Teaching English in the Digital Age” Invited keynote delivered at the annual convention of the Minnesota Council of Teachers of English, April 3, 2014.
- “Engaging Youth through Technology Across the Disciplines” Invited keynote given at the annual meeting of the TCEA, Austin, Texas, February 6, 2014.
- “Developing Powerful Readers in 21st Century Classrooms” Invited keynote delivered at the Secondary Reading Council of Florida annual conference, January 24, 2014.
- “Powerful Teaching, Powerful Schools: Engaging Youth in the Digital Age” Invited keynote delivered to the California League of Schools, January 10, 2014.
- “Integrating Powerful Reading and Writing Instruction Across the Disciplines” Invited keynote delivered at Nassau Community College, November 8, 2013.
- “Culture Matters: Teaching African-American Literature in the Digital Age” Invited keynote delivered at the Givens Foundation Culture Matters Conference, Minneapolis, MN, November 2, 2013.
- “Teaching Literature in the Digital Age” Invited keynote delivered at the annual meeting of the Florida Council of Teachers of English, October 18, 2013.
- “Teaching Writing in the 21st Century Classroom” Invited keynote delivered at the annual meeting of the Council of Language Arts Supervisors, October 17, 2013.
- “Cultivating Youth Voices: Powerful Writing Pedagogies for the 21st Century” Invited keynote delivered at the Rhode Island Writing Project Spring Conference. Providence, Rhode Island March 9, 2013.

- “Lifting Every Voice: Powerful Literacy Pedagogies for the 21st Century.” Invited keynote delivered at Nassau Community College. March 8, 2013.
- “Promoting Achievement and Justice in Perilous Times.” Invited keynote delivered at Siena College. Albany, NY February 28, 2013.
- “Promising Directions in Scholarship: Re-Imaging Race in American Education.” Invited keynote delivered for the Race in the Academy lecture series at the University of Pennsylvania. February 7, 2013
- “Pedagogies of Access for 21st Century Youth.” Invited keynote delivered at Southern Illinois University, Edwardsville, January 9, 2013.
- “Hip-Hop and English Education: Production, Poetics, Pedagogy, and Praxis.” Invited keynote delivered for the Hip-Hop Education Videoconference Series, University of Wisconsin, November 19, 2012.
- “Powerful Teaching, Powerful Schools: Towards a Critical, Community-Centered, Culturally Sustaining Agenda for Educational Excellence.” Invited keynote address delivered at the annual meeting of the California League of Schools, October 27, 2012.
- “Powerful Teaching for Social Justice in City Schools” Invited keynote address delivered at Quinnipiac University, October 16, 2012.
- “Building Bridges to Literacy: How Libraries can promote literacy and agency for African-American males.” Invited Keynote delivered at the UNC Library Sciences Building a Bridge to Literacy Summit, June 3, 2012.
- “Powerful English Language Arts: Reading and Writing for the 21st Century”, Inaugural Correll Presidential Lecture delivered at the University of Maine, March 26, 2012.
- “Eliminating the Achievement Gap” Invited panel presentation at the Columbia University Law School, March 7, 2012.
- “Living MLK’s Dream: Youth Voice, Civic Agency, and the American Future” Invited address delivered at the annual MLK celebration of Baylor School, Chattanooga, TN, January 13, 2012.
- “Classroom Engagement and the Future of Arts Education” Invited keynote address given to the Berklee College of Music. Boston, Massachusetts, December 5, 2011.
- “Powerful English Language Arts: The Necessity of Cultivating Youth Voices,” Invited keynote given to the annual meeting of the New England Reading Association, Sturbridge, Massachusetts, September 29, 2011.

- “Youth Participatory Action Research: Critical Literacy and Civic Engagement in English Classrooms,” Invited keynote given to the annual meeting of the Colorado Language Arts Society, Golden, Colorado, September 24, 2011.
- “Nurturing Literate Communities through Participatory Action Research” Invited keynote address given to the annual meeting of the Whole Language Umbrella Conference, Las Vegas, July 24, 2011.
- “Youth Writing to Change the World.” Invited keynote give to the Student Press Initiative, New York, New York, July 11, 2011.
- “For Those Who Dare Teach: A New Pedagogy for the Global City” Invited keynote given at Ohio State University, Columbus, OH, May 23, 2011.
- “Voice, New Media, and Literacy Teaching in the New Century,” Invited keynote address given at the Region VII Literacy conference, Fresno, May 17, 2011.
- “Language, Literature, and Learning: From powerful voices to powerful literacies in K-8 classrooms.” Invited keynote delivered at the International Reading Association Conference, Orlando, FL, May 10, 2011.
- “Navigating Urban Literacies: Empowering writing pedagogies for the 21st century.” Invited Keynote given to the annual meeting of the National Writing Project’s Urban Sites Network Conference, Boston, MA, April 30, 2011.
- “Youth Re-Writing the World: Literacy, Learning, and Civic Engagement in 21st Century Urban Schools,” Keynote address jointly sponsored by the Northridge Writing Project and the Council for Exceptional Children at California State University Northridge, Tuesday April 19, 2011.
- “Why You? Why Now?: Education, Human Rights, and Public Service During These Perilous Times,” Keynote address to be given at the 25th anniversary of the Peace Corps Fellows event at Teachers College, Columbia University, April 1, 2011.
- Youth Voice, Critical Literacy, and the Spirit of Cesar Chavez. Keynote address delivered to the 8th Annual Cesar Chavez conference on Literacy at Fresno State University, March 26, 2011.
- “Toward a Pedagogy of the Global City: Voice, Affirmation, Achievement, Purpose, and Love,” Invited keynote delivered as part of the Simmons College/Beacon Press Race, Education, and Democracy Lecture and Book Series, Boston, March 15, 2011.
- “Youth Participatory Action Research, Academic Literacy, and Civic Engagement in Urban Schools,” Invited keynote delivered as part of the Simmons College/Beacon Press Race, Education, and Democracy Lecture and Book Series, Boston, March 16, 2011.

- “Popular Culture, Media Production, and a Re-Imaging of Classroom Life,” Invited keynote delivered as part of the Simmons College/Beacon Press Race, Education, and Democracy Lecture and Book Series, Boston, March 17, 2011.
- “Breaking Barriers to Healthy African-American Development: Black Males in the 21st Century, Myths, Data, Reality” Invited keynote address given at the 144th Morehouse Founder’s Day Symposium. February 18, 2011.
- “Powerful English Leadership for 21st Century Classrooms” Invited keynote address given to the annual meeting of the Conference on English Leadership (CEL), Orlando, Florida, November 21, 2010.
- Cultural Transformations: Race and Youth Media. Invited keynote address delivered as part of an annual lecture series at Washington University, St. Louis, November 10, 2010,
- Using Multicultural Literature to promote social awareness. Invited keynote given to the St. Louis Suburban IRA, November 10, 2010.
- “Cultivating Youth Voices: Reading and Writing Pedagogies for the 21st Century” Keynote address given to the Teachers College Reading and Writing Project, November 3, 2010.
- “Leading for Literacy: Youth Research and Academic Literacy in the Twenty-first century,” Invited keynote address delivered at the Kentucky Reading Association annual meeting, October 29, 2010
- “Powerful Beyond Measure: Pedagogy and Production in Higher Education” invited keynote address delivered at the Art Institute of California, July 9, 2010.
- “Art and Critical Pedagogy: Rethinking Education” Invited keynote address given at the Biennial Educator Symposium of the Chicago Museum of Contemporary Art, May, 4, 2010.
- “Youth Voice and Critical Literacy Development in Urban Schools” invited keynote co-sponsored by the Latino Resource Center and the Center for the Interdisciplinary Study of Language and Literacy (CISLL) at Northern Illinois University, April 22, 2010.
- “Towards a Pedagogy of the City: Voice, Agency, Achievement, Action, Purpose, and Love” invited talk given at Teachers College, Columbia University, March 23, 2010.
- “Civic Agency in Politically Dangerous Times” invited keynote sponsored by the Political Science department at Cal Lutheran University, March 11, 2010.
- “Critical Pedagogy for Cincinnati Schools” invited keynote to be given at the University of Cincinnati, March 4, 2010.

- “Motivation through Popular Culture and Youth Research” invited keynote given to the annual professional development seminar of John Muir Charter Schools, January 12, 2010.
- “Courageous Leadership, Literacy, and the Education of Black Boys,” invited keynote given to Pikes Township Schools, December 3, 2009.
- Invited member of NCTE Featured Panel, “Adolescent Literacy: What Works Best.” Philadelphia, Pennsylvania, November 21, 2009.
- “Reshaping the Landscape of Urban Education: Focusing on Possibilities” invited lecture given at Syracuse University, Syracuse, New York, October 1, 2009.
- “Successful Teaching Across Communities and Cultures: Academic Success, Cultural Competence, and Critical Consciousness” invited keynote given to the professional development conference of the Alliance for College- Ready Schools, Los Angeles, August 20, 2009.
- “Making Literacy Matter for Kids: Moving from Theory to Practice” invited keynote given to the professional development conference of Cherry Creek Schools, Cherry Creek, Colorado, August 15, 2009.
- “The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in New Century Schools,” Invited keynote address given to the annual meeting of the California Association of Freirian Educators (CAFÉ), Los Angeles, California, May 9, 2009.
- “Youth Voice and Powerful Writing in the English Classroom” Invited keynote given to the annual meeting of the California Association of Teachers of English, San Jose, California, February 19, 2009.
- “Ensuring Equity and Excellence for All Students: Engagement, Affirmation, Discipline, Purpose, Inspiration, and Love” Lecture and workshop given to the Equity and Excellence in Education Conference, Prince William County Schools, Manassas, Virginia, August 5, 2008.
- “Paulo Freire’s Critical Pedagogical Project and its Applications for American Urban Education,” Invited lecture given to the Paulo Freire Institute, Los Angeles, CA, July 8, 2008.
- “The Uses of Paulo Freire in Diverse 21st Century Classrooms.” Invited keynote delivered to the annual meeting of the Mid-Atlantic Equity Center. Washington, DC, June 27, 2008.
- “Building Critical Literacy and Research Skills in Small Border Communities. Invited Address and workshop given at the University of Arizona, South, February 9, 2008.

- “Powerful English: Innovative Practices in Diverse 21st Century Classrooms.” Invited address given to secondary English Teachers in Clayton County, Georgia schools, October 19, 2007.
- “Creating Engaging Learning Environments: What Principals Can Do!” Invited keynote delivered to the annual conference of the Arizona School Administrators, October 8, 2007.
- “Motivating Hard to Reach Students through Community-Based Research” Invited keynote delivered to the Los Angeles County Office of Education Title I In-service, October 3, 2007.
- “Powerful Parenting: Achievement and Empowerment for African-American Youth,” Invited keynote delivered to the annual conference of the Council for African-American Parents, California Polytechnic University, Pomona, September 9, 2007.
- “African-American Art, Popular Culture, and Literacy Development in Urban K-12 Classrooms,” Invited keynote delivered to the summer program at Fowler Museum, UCLA, July 12, 2007.
- “Popular Culture and Literacy Development in Global Cities in the New Millennium” Invited keynote delivered to the annual convention of the United Kingdom Literacy Association, Swansea, Wales, July 7, 2007.
- “Powerful Pedagogies: Achievement, Empowerment, and Social Justice for Ethnic Minority Youth” Invited keynote delivered to the NEA Regional Minority Leadership Training Institute. Anaheim, CA, February 16, 2007.
- “Pedagogies of HOPE and Transformation in K-12 Education” Invited keynote delivered to the HOPE Foundation Institute. Sedona, AZ, January 24, 2007.
- “Popular Culture, Engaged Pedagogy, and Sustained Academic Achievement in New Century Schools,” Invited keynote delivered to the “Failure is NOT an Option” Institute sponsored by the HOPE Foundation. San Francisco, CA October 13, 2006.
- “Reaching the ‘Unreachable’: Engaging ALL students in 21st Century Schools.” Invited keynote address delivered to the Charleston Public School District. Charleston, SC August 17, 2006.
- “Innovating Approaches to Reaching Students Who Are Falling Through the Cracks,” invited keynote address delivered to the North American Summit on Courageous Leadership for School Success. Toronto, Ontario, May 6, 2006.
- “Education and the Disciplines: Promises and Dilemmas in Considering Research Agendas and Careers.” Invited address given as part of the Division G Fireside Chat for graduate students at the annual meeting of the American Educational Research Association, April 8, 2006.

- “The Uses of Popular Culture in the Literacy Classroom.” Invited keynote address delivered at the annual conference of the Michigan Reading Association, March 19, 2006.
- “Critical Literacy Education in an Era of Accountability.” Invited keynote address delivered at the Bright Ideas Conference of the Michigan Council of Teachers of English, March, 18, 2006.
- “Intergenerational Organizing and the Pedagogy of Social Movements,” Invited address given to the Harvard Colloquium for Organizing and Community Reform, March 11, 2006.
- “Critical Literacy and Urban Education.” Invited address delivered as part of the annual lecture series on issues in urban education, co-sponsored by Barnard and Columbia universities, March 2, 2006.
- “Youth Participatory Research Literacy, and Power for Middle School Students: Lessons from practice” Invited keynote address given to the annual meeting of the Turning Points National Winter Institute for Middle Schools, February 9, 2006
- “Critical Pedagogy, New Media, and the future of Secondary English Teaching,” Invited address delivered to the annual convention of the California Association of Teachers of English, February 2, 2006.
- “Participatory Action Research and the Literacy Achievement of Ethnic Minority Groups,” Invited Review of Research Address given to the annual meeting of the National Reading Conference, December 3, 2005
- “Decolonizing the Literacy Classroom,” Invited Lecture to be delivered to the Department of Education at the University of California at Irvine, November 10, 2005.
- “Popular Culture, Race, and Literacy Achievement in Urban Schools.” Invited Lecture delivered as part of the Race, Identity, and Achievement Series. Boston, Massachusetts, September 29, 2005.
- “Developing Critical Literacy through Popular Culture in Non-School Settings.” Invited lecture and workshop given at the Powerful Literacy conference sponsored by the Gilbert Foundation, July 6 2005.
- “Using Popular Culture to Improve the Academic Achievement of African-American Youth.” Invited address given to the Alliance of Black Educators of Massachusetts, April, 9, 2005.
- “Teacher Development and Critical Research in Urban Schools.” Invited talk for the Boston Plan for Excellence in Public Schools, April 8, 2005.
- “Critical Literacy and Popular Culture: Pedagogies of Access and Dissent.” Invited address given to the annual conference of the Michigan Reading Association, March 11, 2005.

- “Youth as Critical Social Researchers.” Invited address given to the Steans Center for Community-based Learning and the Graduate School of Education at DePaul University, February 3, 2005.
- “Teaching Popular Culture: From Urban Literacies to Academic Achievement and Social Change.” Invited address given to the Steinhardt School of Education, New York University, December 10, 2004.
- “Critical Research and Literacy Development Among Urban Youth.” Invited address to the Language, Literacy, and Culture Colloquium. University of Massachusetts at Amherst, November 10, 2004.
- “The Grandma Rule and other Important Lessons for Postdoctoral Fellows Transitioning into Tenure-Track Positions.” Presentation delivered at the annual retreat of AERA/IES Postdoctoral Fellows and Mentors. Princeton, NJ, July 11, 2004.
- “High School Students as Critical Researchers: Investigating the Struggle for Education on 'Equal Terms.'” Workshop given at the “Brown Plus Fifty: A Renewed Agenda for Social Change” conference at New York University from May 17 - 20, 2004.
- “Teaching Popular Culture and the Michigan Content Standards: Considerations for Beginning English Teachers.” Invited lecture given to the student affiliate of the National Council of Teachers of English. Michigan State University, April 16, 2003.
- “Equity and Access in Literacy Development and Instruction: The Use of Critical Texts to Transform Student Achievement in the Urban Classroom.” Presentation given at the annual meeting of the Michigan Council of Teachers of English (MCTE), October 18, 2002.
- “Putting Chaucer on Trial: Using Popular Cultural Schemata to Increase Critical Reading Among Urban Youth.” Paper presentation given at the Michigan Council of Teachers of English (MCTE) “Bright Ideas Conference,” April 13, 2002.
- “Martin Luther King’s Border Discourse: Implications for Literacy Research and Education.” Invited address for the Michigan State University College of Education’s Martin Luther King Day Celebration. East Lansing, MI, January 21, 2002.
- “Using Popular Culture to Improve Writing Instruction for Urban Students.” Invited address to the California Writing Project Summer Institute. Los Angeles, July 26, 2001.
- “Veteran Teachers as Teacher Educators in a Time of Crisis. Invited keynote address to the annual banquet of the California Subject Matter Projects.” University of California, Los Angeles, June 11, 2001.

- “Critical Multicultural Education: Using Popular Culture to Make Meaningful Connections with Diverse Learners in Urban Schools.” Invited lecture to a graduate urban education course. University of California, Berkeley, July 17, 2001.
- “Using Popular Culture in the Bilingual Classroom.” Invited lecture to a graduate language acquisition course. University of California, Los Angeles, May 17, 2001.
- “Becoming Critical Educators: Teaching for Social Justice in New Century Schools.” Invited keynote to the annual banquet of the Teacher Education Program Alumni Association. University of California, Los Angeles, May 10, 2001.
- “Being Critical, and Still Getting the Job: Strategies for the Job Search and the Job Talk.” Invited lecture to a graduate student forum. University of California, Berkeley, April 30, 2001.
- “Academic and Critical Literacy Development through Apprenticing Urban Youth as Critical Researchers.” Invited lecture to an undergraduate sociology course. University of San Francisco, April 26, 2001.
- “Strategies for “Reforming” America’s Public Schools.” Invited lecture to an undergraduate urban education course. University of California, Berkeley, November 17, 2000.
- “When Urban Youth Become Sociologists: Implications for Academic Achievement and Urban Reform.” Member of invited keynote panel for the annual conference of the National Coalition of Educational Activists. Los Angeles, June 3, 2000.

TEACHING AND MENTORING

Graduate & Undergraduate Courses Taught

- Introduction to Postcolonial Literature and Literary Theory
- Advanced Qualitative Seminar in Participatory Action Research
- African-American Literature and Literary Theory
- English Education and the Media Age
- The Politics of Teaching English
- Great Thinkers and Theory in Educational Leadership and Research
- Advanced Graduate Seminar in Literacy Research and Education
- Contemporary Issues in African-African Education
- Critical Theory and Research Methodologies in Urban Education
- Sociocultural and Critical Perspectives on Literacy Theory and Research
- Social Foundations and Cultural Diversity in American Education
- Critical English Methods for Secondary Teachers
- Teaching Critical Research: A Seminar for Transformative Teachers
- Literacy Learning in Sociocultural Contexts
- Seminar in Critical English Education
- Reflection and Inquiry in Secondary English Teaching Practice
- Urban Education: Social, Cultural, Ecological, and Historical Perspectives
- African-American Cultural Perspectives on Teaching and Learning
- African-American Education
- Critical Pedagogy and Cultural Studies in Urban Education

- The State of Education in California and Educational Acts of Courage
- Life in Our Schools: Disinvestment and Engagement in LA Public Schools
- Urban Youth, Political Participation, and Educational Reform
- Education on Equal Terms: A Half Century of Struggle in Greater LA
- Researching Equity and Access in California's Public Schools
- Education, Access, & Democracy in Los Angeles: LA Youth and Convention 2000
- Language, Popular Culture, and Resistance in Urban Schools
- Critical Methods for Teaching Literature to Diverse Learners
- Experiencing Race and Ethnicity in American Education
- Social and Cultural Foundations of Education
- Introduction to College Writing

Doctoral Dissertations (Sponsor and Reader)

1. Pirsch, M. (2018). *It's Lit: A Critical Qualitative Case Study of the Intersections of Hip-Hop, Education, Spirituality, and Race*. (Columbia University, Teachers College)
2. Thompson, T. (2018). *The Mind's Eye: A Culturally Relevant Pedagogy in College English with Multilingual Populations*. (Columbia University, Teachers College)
3. Aman, R. *Socratic Seminar in the Basic English Community College Classroom*. (2018) (Columbia University, Teachers College)
4. DuBose, B. (2018) *Making Room: Creating Space for Black Boys to Tell Their Stories*. (Columbia University, Teachers College).
5. DeLazzero, C. (2018) *Writing for Diversity: A Student-Centered Approach to Writing Assessment Research*. (Columbia University, Teachers College)
6. Alikhani, M. (2018) *Technical Poetry: A Case Study of Teaching Technical Writing to Engineering Students*. (Columbia University, Teachers College)
7. Markiewicz, A. (2018) *Beyond lurkers and trolls: An examination of college student literacy practices in online asynchronous discussion spaces*. (Columbia University, Teachers College)
8. Falkner, A. (2018) *A Poet's Room: Troubling Tolerance, Cultural Ruptures, and the Dialogic Curriculum*. (Columbia University, Teachers College)
9. Rose, C. (2018) *What Really Goes On: Exploring a University-Based Critical Hip-Hop Teacher Education Course*. (Columbia University, Teachers College)
10. Filipiak, D. (2018). *Tracing agency in a middle school, youth participatory action research class*. (Columbia University, Teachers College)
11. Villarreal, B. (2018) *It's Dangerous to go Alone: An Autoethnography of College English Students Reading Videogames as Texts*. (Columbia University, Teachers College)

12. van Orman, K. (2017). (Re) conceptualizing street fiction: A critical analysis of discourses, dialogical dynamics, and pedagogical possibilities. (Columbia University, Teachers College)
13. de los Rios, C. (2017) Literacies of power: Exploring multilingual and multiliterate practices in a secondary Chicanx/Latinx Studies course. (Columbia University, Teachers College)
14. Chen, C. (2017). Critical literacy as common ground: The possibilities of African immigrant girls in New York City Schools and Community-based organizations. (Columbia University, Teachers College)
15. Khosa, K. (2017) Postcolonial narrative inquiries of Zimbabwean English teachers' perceptions of powerful pedagogical practices. (Columbia University, Teachers College)
16. Seltzer, K. (2017). Resisting from within: Reimagining a critical, translingual English classroom. (CUNY Graduate Center)
17. Ramkellawan-Arteaga, R. (2017). Literary literacies: An examination of literacy practices in an urban New York City charter school. (Columbia University, Teachers College)
18. Davis, A. (2016) Revealing the daily reading lives in two grade six Language Arts classrooms: A comparative case study. (Columbia University, Teachers College)
19. Kelly, L. (2016) Broken glass everywhere: Deconstructing popular identities through critical hip hop literacy. (Columbia University, Teachers College)
20. Johnson, J. (2016). Cultivating literacies of access and liberation: A case study on the use of oral language, hybrid literacies, and culture in the 21st century (Columbia University, Teachers College)
21. Lewis, J. (2016). A Case for Critical Public Pedagogy in the Elementary Music Classroom. (Columbia University, Teachers College)
22. Belle, C. (2015). Not Your Average Brotha: Examining the Educational Lives, Literacies, and Masculinities of Black Males. (Teachers College, Columbia University)
23. Lyiscott, J. (2015). How Broken English Made Me Whole: Exploring Race, New Literacies, and Social Justice Within a Youth Participatory Action Research Framework. (Teachers College, Columbia University)
24. Vega, B. (2015). Beyond Racial Incidents and Apologies: Towards a New Understanding of Campus Racial Conflict in Higher Education. (Teachers College, Columbia University).
25. Reid, H. (2015). Jamaica on a Mission: Educational Policies and Student Outcomes in a "Post-Colonial Attempt to Use School Reform to Advance National Development. (Teachers College, Columbia University).
26. Shurtleff, A. (2015). Human maps for the digital age: Classics-based core curricula and new media technology. (Teachers College, Columbia University)

27. Watson, W. (2015). Putting up a fight: Exploring a youth of color social justice praxis. (Columbia University, Teachers College)
28. Lofton, R. (2014). Plessy's Tracks: Tracing the Routes, roots, and tracks. (Teachers College, Columbia University)
29. White, T. (2014). Culture, power, and pedagogy(s) in market-driven times: Embedded case studies of instructional approaches across four charter schools. (Teachers College, Columbia University)
30. Martinez, A.N. (2014). Movement of the people: Teacher development in a teacher-led inquiry group and the application of teacher-generated knowledge. (UCLA)
31. Gentry, C. (2014). Speak, memory: Oral storytelling in the high school classroom. (Teachers College, Columbia University.)
32. Becker, C. (2014). Reflective artistry: African-American high school students' artistic identities and programs of engagement. (Teachers College, Columbia University)
33. Watson, V.V. (2014). Literacies, learning, (re) imagining identities, and envisioning civic imaginaries: Youth remixing discourses of production. (Teachers College, Columbia University)
34. Golden, N.A. (2013). In a position I see myself in: Young men of color (re) negotiating educational identities: (CUNY Graduate Center)
35. Ryoo, J. (2013). Pedagogy matters: Engaging diverse students as community researchers in three computer classrooms. (UCLA)
36. Alford, J. (2013). For Alma Mater: Fighting for change at historically Black colleges and universities. (Teachers College)
37. Garcia, V. (2013). Voices from the juvenile justice system: What we learned from the life histories and literacy experiences of formerly incarcerated young Latino males. (USC)
38. Moya, J. (2012). Apprenticeships in power and critique: How classrooms and youth organizing spaces provide Latino youth with opportunities for critical civic development (UCLA)
39. Ford, A. (2012) In the struggle for new meanings in the education of African-Americans and other students of color. (UCLA)
40. Bautista, M. (2012). Pedagogy of Agency: How Urban Youth Use Critical Research as a Tool for Agency and Empowerment (UCLA)
41. Bertrand, M. (2012). Working Toward Social Change: Youth Researchers Using Discourse to Challenge Systemic Racism in Education. (UCLA)
42. Viola, M. (2012). Toward a Filipino/a Critical (FilCrit) Pedagogy: A Study of United States Exposure Programs to the Philippines. (UCLA)

43. Lee, C. (2012). Culturally Relevant Pedagogy 2.0: Recognizing and affirming the life experiences and cultural practices of urban youth in critical computational literacy through a serious video game project. (UCLA)
44. Moreno, D. (2012). La Cultura Cura en Nuestra Escuela: A Narrative Inquiry of Ancestral Praxis and Computer Science Learning Para el Buen Vivir Comunitario en El Sereno. (UCLA)
45. Martinez, D. (2012). Expanding Linguistic Repertoires: An Ethnography of Black and Latina/o Youth Transcultural Communication In Urban English Language Arts Classrooms. (UCLA)
46. Mirra, N. (2012). Getting the News from Poems: Critical Civic Pedagogy in Urban Secondary English Classrooms. (UCLA)
47. Garcia, A. (2012). Good reception: Using mobile media and games to develop critical inner-city agents of change. (UCLA)
48. Johnson, S. (2011). Powerful pedagogies: An examination of effective culturally relevant English instruction for high-achieving African-American males in Advanced Placement classes. (UCLA)
49. Pacheco, D. (2011). Writing Out Loud: Apprenticing Youth Poets in an Urban Elementary School. (UCLA)
50. Carroll, J. (2011). Guess who's coming to class? Examining the pedagogy of a black male teacher educator. (UCLA)
51. Anya, O.C. (2011) Communities of learners in communities of speakers: How African-American Portuguese students negotiate ethno-racialized and gendered identities in second language learning. (UCLA)
52. Tunstall, J. (2011). Moving from Critical Consciousness to Critical Action: A phenomenological study of high school students' experiences in a social justice intervention program. (UCLA)
53. Mun, V. (2011). *Moving beyond basic skills in community colleges: The beliefs and practices of culturally responsive peer mentors.* (UCLA)
54. Jimenez, R. (2010). *Educación and Empowerment: Community Cultural Wealth and Family Histories in a Sixth Grade Class with Mexican Immigrant Students.* (UCLA)
55. Zavala, M. (2010). *An Auto/Ethnography of Teacher Led Community Organizing and Its Implications for Developing a Decolonizing Raza Research Methodology.* (UCLA)
56. D'warte, J. (2010). *Literacy in the History Classroom: A Cross Case Analysis of Teacher Implemented Participatory Action Research.* (UCLA)

57. Desai, S. (2010). *Emancipate Yourself From Mental Slavery, None But Ourselves Can Free Our Mind: Spoken Word as a Site of Resistance, Reflection, and Rediscovery*. (UCLA)
58. Kim, G. (2010). *The Popular as the Political: Critical Media Pedagogy as a Condition for Grassroots Collective Action Mobilization via YouTube Videos*. (UCLA)
59. Cassie, J. (2010). *The effects of a participatory action research intervention on middle school students' understanding of schools, culture, and place*. (UCLA)
60. Mosqueda, C. (2010). *The Effect of a First Year Experience Program on Transfer Readiness and the Transfer Process of Community College Students*. [Winner of the UCLA GSEIS Outstanding Dissertation Award]
61. Marcy, R. (2010). *How Teachers Experience and Think about Race in Professional Development*. (UCLA)
62. Schoon-Tanis, K. (2010) *Wait! I Can Use That in My Classroom: Popular Culture in/and English Language Arts*. (Michigan State).
63. Carbone, P. (2009). *Investigating a Critical Writing Pedagogy: Implications for Classroom Practice*. (UCLA)
64. Martinez, R. (2009). *Spanglish as Transformative Literacy Tool: Toward an Understanding of the Role of Spanish-English Code-Switching in the Development of Critical Literacy*. (UCLA)
65. Camangian, P. (2009). *Teaching Like Our Lives Matter: Critical Pedagogy and Classroom Research*. (UCLA) [Winner AERA Division-B Outstanding Dissertation Award]
66. Pineda-Scott, C. (2009). *Maximizing College Pathways for Urban Youth: An evaluative, quasi-experimental study of a university-based partnership*. (UCLA)
67. Chang, B. (2009). *The Platform: Liberatory Teaching, Community Organizing, and Sustainability in the Inner-City Community of Los Angeles Chinatown*. (UCLA)
68. Crawford, J. (2009). *Navigating Actions and Social Justice Educators: A Study of the Instructional Practices Used By Three Teachers Working for Change in California's Public Schools*. (UCLA)
69. Katz, J. (2009). *The Presidency as Pedagogy: A Cultural Studies Analysis of Violence, Media, and the Construction of Presidential Masculinities*. (UCLA)
70. Terry, C.L. (2009). *An Exploration of the Impact of Critical Math Literacies and Alternative Schooling Spaces on the Identity Development of High-School Aged Black Males in South Los Angeles*. (UCLA)
71. Barajas, F. (2009). *Between the Border of Hope and Despair: Immigrant Students' Narratives of Schooling and Mathematics Learning*. (UCLA)

72. Bailey, B. (2009). *Reel Literacies: Digital Video Production as Literacy Practice*. (University of Rochester)
73. Petrone, R. (2008). *Shreddin' it up: Rethinking "Youth" Through the Logics of Learning and Literacy in a Skateboarding Community*. (Michigan State)
74. Pepper, K. (2007). *Creative Bytes: Literacy and Learning in the Media Arts Practices of Urban Youth*. (UCLA)
75. Francis, J. (2007). *English as Myth: Uncovering the Mythology of Secondary English Language Arts*. (Michigan State University)
76. Gallagher, D. (2006). *Negotiating English, Literature, and the New Literacies: Maintaining and Expanding Boundaries in One 9th Grade English Language Arts Classroom*. (Michigan State University)
77. Tate, S. (2006). *That Which the Soul Lives By: Critical Literacy and Critical Pedagogy in an Urban Secondary Classroom*. (Michigan State University)
78. Kirkland, D. (2006). *The Boys in the Hood: Exploring Literacy in the Lives of Urban Adolescent Black Males*. (Michigan State University)
79. Hall, T. (2005) *Media and Children: Emerging Literacies Among Urban Middle School Students*. (Michigan State University)
80. Burns, L. (2005). *Moving Targets: A Critical Discourse Analysis of Literacy, Ideology, and Standards in English Language Arts Teacher Preparation Guidelines*. (Michigan State University)
81. Reynolds, J. (2005). *Preservice Secondary Teachers' Conceptions of Teaching for Understanding, Adolescents, and Literacy Within Content Areas*. (Michigan State University)
82. Smith, J. (2004). *A tension in the mind: Meditations on ascriptive citizenship, the general welfare, and Rawlsian justice in the education of citizens*. (Michigan State University)
83. Buursma, D.(2004). *Traveling with a New View: How Four Course Features Supported Transformative Teacher Learning Journeys*. (Michigan State University)
84. Basmadjian, K. (2004): *Interpretive Discussions of Literature: Teacher Learning and Opportunities to Learn*. (Michigan State University)
85. Damico, J. (2003). *Education as Practices of Freedom: Critical Literacy in a 5th Grade Classroom*. (Michigan State University) [Winner AERA Division B Outstanding Dissertation Award]
86. Lowenstein, K. (2003). *Conceptualizing White preservice teachers as learners about diversity: A study of Undergraduates' perceptions of whole class discussions*. (Michigan State University)

EDITORIAL APPOINTMENTS

Consulting Editor, *Review of Research in Education*
 Guest Editor, Special Issue, *Learning, Media, and Technology*
 Series Editor, Black Studies in Critical Thinking, Peter Lang
 Advisory Board, Lumina Foundation Report on Black Males in Higher Education
 Editorial Advisory Board (Inaugural), *International Journal of Critical Pedagogy*
 Editorial Advisory Board, *Journal of Adolescent and Adult Literacy* (JAAL)
 Editorial Advisory Board, *Research in the Teaching of English* (RTE)
 Editorial Advisory Board, *American Educational Research Journal* (AERJ)
 Editorial Advisory Board, *Reading Research Quarterly*
 Editor, Professional Book Reviews, *Language Arts*
 Editorial Advisory Board, *Yearbook of the National Reading Conference*
 Advisory Board, Publications Committee, International Reading Association
 Advisory Board, Pearson Learning Group
 Reviewer, NCTE Publications
 Advisory Board, IRA; *The Literacy Dictionary*
 Reviewer, Stenhouse Publishers
 Reviewer, Teachers College Press, NCRL Language and Literacy Series
 Reviewer, State University of New York Press
 Reviewer, *Qualitative Studies in Education*
 Reviewer, *Pedagogies: An International Journal*
 Reviewer, *International Journal of Learning*
 Reviewer, *Language Arts*
 Reviewer, *Research in the Teaching of English*
 Reviewer, *American Educational Research Journal*
 Reviewer, *Teaching Education*
 Reviewer, *Journal of Teacher Education*
 Reviewer, *English Education*
 Reviewer, *Equity and Excellence*
 Reviewer, *Urban Education*
 Reviewer, Prentice Hall, Secondary English Education

PROFESSIONAL ORGANIZATIONS & SERVICE

Professional Organizations

Comparative and International Education Society (CIES)
 American Educational Research Association (AERA)
 International Literacy Association (ILA)
 National Council of Teachers of English (NCTE)
 Conference on English Education (CEE)
 Conference on College Composition and Communication (CCCC)
 Literacy Research Association (LRA)

Professional Service

Member, NCTE Position Statement Committee, "Defining English Language Arts Education"
 Chair, NCTE Position Statement Committee, Parents and Educators Working Together for Literacy
 Elected Member, AERA Council

Chair, James R. Squire Award Committee, NCTE
 Appointed Member, NCTE Nominating Committee
 Appointed, Outstanding Book Award Selection Committee, AERA
 Appointed, ELA Academic Advisory Committee, College Board
 Appointed, Ambassador's Circle, National Council of Teachers of English
 Appointed, Pre-AP English Development Committee, College Board
 Participant in Higher Learning Series @Schomburg Center for Research on Black Culture
 Planning Committee, National Academy of Education Annual Postdoctoral Fellows Retreat
 Appointed Member, Standing Committee on Research, NCTE
 Appointed Member, Social Justice Action Committee, AERA
 Invited Participant, NSF-sponsored Colloquy on Minority Males in STEM
 Reader of Proposals for NSF's Gender in Science and Engineering
 Section Co-chair, Division K, Area 3, AERA
 Chair, Janet Emig Award selection committee, Conference of English Education
 AERA, Co-chair, Division G Dissertation Award Committee
 AERA, Appointed Member, Committee on Scholars of Color in Education
 IRA, Member of Publications Committee
 AERA, Section Chair, Division B Area 5; Curriculum and Diversity
 AERA, Reviewer of Proposals Division B, Curriculum Studies,
 AERA, Reviewer of Proposals Division G, Social Contexts of Education,
 AERA, Reviewer of Proposals Division K, Teaching and Teacher Education,
 Chair, AERA Invited Presidential Symposium on Critical Research in Education,
 Discussant, AERA, Teaching and Research for Social Justice in LA and Urban Mexico: At the
 Intersection of Learning, Culture, "Street Socialization," Immigration and Community Change
 (Invited Presidential Session)
 University of California, Berkeley—Teacher Education, CLAD advisory board,
 Oakland High School--English Department Representative, Faculty Advisory Council,
 Oakland High School--Faculty Sponsor; African American Student Union
 Oakland High School--Faculty Representative to the School Site Council,
 Appointed member, Standing Committee on Research, NCTE
 Appointed member, Assessment Commission, NCTE
 Invited panel, Adolescent Literacy: What works Best, NCTE,
 Invited keynote for the 10th Annual Middle Mosaic, NCTE,
 Invited panel participant on Adolescent Literacy, NCTE
 Invited participant, Centennial Retrospective Documentary, NCTE
 Appointed member, Standing Committee on Research, NCTE.
 Co-Chair, CEE Colloquium, "Multimodal Technologies and English Education"
 Member, Janet Emig Award selection committee, CEE
 Co-Chair, CEE Colloquium, "Popular Culture & the English Methods Course"
 Organizing Committee, CEE Leadership Summit,
 Chair, James Britton Award selection committee, CEE2
 Member, James Britton Award selection committee, CEE,
 Nationally elected member of CEE Executive Committee,
 Commission on English Methods, Teaching, and Learning
 Liaison to the commission on creating and maintaining student affiliates, CEE,
 Invited member of Urban Teacher Education Network (UTEN), Stuart Foundation,
 California Writing Project (CWP) Invited Presenter for Summer Invitational Program,
 National Coalition of Educational Activists Member of invited keynote panel
 Invited educational roundtable participant with U.S. Representative Barbara Lee

SELECTED UNIVERSITY SERVICE

Elected Member, Provost's Advisory Committee, University of Notre Dame
 Appointed Member, Provost's Research Vision Committee, University of Notre Dame
 Fellow, Kellogg Institute for International Studies, University of Notre Dame
 Fellow, Institute for Educational Initiatives, University of Notre Dame
 Faculty Advisory Committee, Center for Ethics and Culture, Notre Dame
 Faculty Committee, Institute for Educational Initiatives, Notre Dame
 Executive Committee, Alliance for Catholic Education, University of Notre Dame
 Presidential Task Force on Campus Climate, University of Notre Dame
 McGrath Institute for Church Life, Life Fellow, University of Notre Dame
 Search Committee, Global Education, University of Notre Dame
 Faculty Representative, University Senate, Columbia University
 Chair, Education Leadership Search Committee, Teachers College
 Faculty Executive Committee, Teachers College
 Faculty Development Advisory Committee, Teachers College
 Co-Chair, Race, Culture, and Diversity Subcommittee, Teachers College
 International and Transcultural Studies Search Committee, Teachers College
 Selection committee, TC Minority Postdoctoral Fellowship, Teachers College
 Selection Committee, TC 2015 Medal for Distinguished Service, Teachers College
 Selection Committee, TC 2014 Medal for Distinguished Service, Teachers College
 Ad Hoc committee member, Regina Cortina Promotion to Full Professor
 Arts and Humanities Representative to the Faculty Executive Committee, Teachers College
 Educating Teacher Educators Professor Search Committee, Teachers College
 Affirmative Action Committee, Teachers College
 Standing Committee on Appointment to Tenure, Teachers College
 Klingenstein Center School Design Project Reviewer, Teachers College
 Teachers College Centers & Institutes Directors Council, Teachers College
 Assistant Professor in Health Education, Search Committee, Teachers College
 Office of School and Community Partnerships Advisory Board, Teachers College
 Director, Educational Studies Minor, Department of Education, UCLA
 Search committee, Ralph Bunche Center for African-American Studies, UCLA
 Search committee, MacArthur Chair of Media Studies, UCLA
 Selection committee, Roxanne Chisholm Endowed Scholarship, UCLA
 Appointed member, Educational Executive Committee, Department of Education, UCLA
 Member, Committee on Degrees & Academic Standards (CDAS), UCLA
 Co-author, UCLA Department of Education; Eight-year review, UCLA
 Member, Ad hoc committee for promotion to full professor, Marjorie Orellana, UCLA
 Division Head, Urban Schooling, Department of Education, UCLA
 Faculty Mentor, Stone Scholars Program, UCLA
 Chair, Faculty Advisory Committee, Center for African-American Studies, UCLA
 Member, Faculty Advisory Committee, Latin American Institute, UCLA
 Member, Search committee for Teacher Education, Department of Education, UCLA
 Elected member, Academic Personnel Committee, Department of Education, UCLA
 Chair, Commencement Speaker Selection Committee, UCLA
 Faculty Mentor, McNair Research Scholars Program, UCLA
 Reviewer of Applicants, McNair Research Scholars Program, UCLA
 Reviewer of Proposals, Institute for American Cultures Research Grants, UCLA
 Fellowship Review Board, Ralph J. Bunche Center for African-American Studies, UCLA

Appointed member, University Writing Task Force, Michigan State
Associate Member, Literacy Team; Teachers for a New Era Grant, Michigan State
Chair, Teacher Education Ph.D. Admission, Planning, and Policy Committee, Michigan State
Elected Member, Ph.D. Admission, Planning and Policy Committee, Michigan State
Faculty Leader, Secondary English Team, Michigan State
Member, Department of Teacher Education Curriculum Committee, Michigan State
Member, Search Committee, Science Education, Michigan State
Member, Search Committee, Literacy Education, Michigan State
Member, Search Committee, Assistant Director of the Writing Center, Michigan State
Member, MSU-Lansing School District Partnership Committee, Michigan State
Member, Post BA- Urban Education Emphasis Design Team, Michigan State
Member, College Urban Study Project (CUSP), Michigan State
Member, Literacy Specialization Ph.D. Committee, Michigan State
Faculty Mentor, Spencer Research Training Program, Michigan State
Faculty Mentor, Beaumont Tower Scholars Program, Michigan State

C. Todd Cummings, Ph.D.

PROFILE

EXPERIENCE: District superintendent who balances a commitment to serving students with a data-driven focus on business operations and academic achievement.

LEADERSHIP: Team builder who fosters trust among diverse stakeholders by setting clear goals and demonstrating common interests.

- Policy & Procedures
- Board Relations
- Union Relations
- Budgets & Forecasts
- Compliance
- Dashboards
- Strategic Planning
- Coaching & Mentoring
- Staff Supervision

CERTIFICATE

- Certified as a School Superintendent in Illinois and Indiana
- SHRM - SCP
- 360 Assessment, Center for Creative Leadership

EXPERIENCE

SOUTH BEND COMMUNITY SCHOOLS

South Bend, Indiana

2017-Present

SUPERINTENDENT (2019-Present)

Oversee operations and academic performance for a school district with 17,200 students, 3,000 employees, 34 buildings, and a budget of \$190 million.

Collaborate with the Board of Directors in developing strategic plans, budgets, and priorities for union contracts. Lead and mentor an executive team that includes a Chief Academic Officer, CFO, COO, General Counsel, Executive Director of Policy and Government Affairs, and Executive Director of the South Bend Foundation. Make data-driven decisions to improve business operations and academic outcomes. Hold monthly meetings with the mayor to identify areas of common interest and collaboration. Partner with Notre Dame and Indiana University South Bend to facilitate teach training and student engagement. Represent the district during community events to encourage support and promote opportunities for students. Interact with the media during interviews and press conferences.

- Leading District referendum to raise \$220 million.
- Leading District Strategic Planning.
- Directed the launch of a transformation zone in which five schools operate with complete autonomy and independent Board management. Advocated and led presentations to the State Board of Education to gain approval.
- Optimized data management, reporting, and strategic decision making by hiring an Executive Director Strategic Initiatives who is responsible for data governance and integrity.
- Achieved a projected \$2 million in annual savings by negotiating a contract with Cenergistics to obtain lower utility pricing.
- Realized \$300,000 in annual income by monetizing unused building/space.
- Collaborated with Indiana University South Bend is developing a program that enables non-teaching staff to pursue certification.
- Demonstrated commitment to equity, diversity, inclusion, community growth, and safety.
- Instituted Digital Badging and microcredentials.
- Led Private/Public partnerships to address: transportations, literacy, empty buildings.
- Led upgrade building security with vulnerability assessments and Visitor Management System.
- Received \$10,000,000 in Federal grants.
- Maintained a District AAA+ bond rating and kept one of the lowest District administrative cost in third Indiana: 9%.

C. Todd Cummings, Ph.D.

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DEPUTY SUPERINTENDENT (2018-2019)

Took on enhanced leadership roles, overseeing multiple departments (interim CFO, transportation, career/technical education) while maintain HR Director role. Served as the Superintendent's designee when he was out of the district. Played a lead role in recruiting and hiring executive officers.

- Demonstrated leadership and communications skills needed to represent the district in the media and at high profile events.

DIRECTOR OF HUMAN RESOURCES (2017-2018)

Oversaw HR, manage an annual budget of \$1.5 million, and serve on the executive team that developed and adjusted strategic plans. Led a team of 13 employees, including three Directors. Facilitated 360 degree evaluations and executive coaching for C-level staff at the district level. Modeled compensation and lead negotiations with three unions (NEA, Teamsters, and AFSCME). Advise leaders on escalated HR issues.

- Established HR functional teams, including Benefits/Total Awards, Employee Relations, HR Operations, Talent Acquisition, Human Capital [data/analytics], and District Performance.
- Turned over 50% of district HR staff who were not meeting performance goals.
- Avoided legal action through proactive risk mitigation.
- Took on an interim role managing transportation that involved using 223 busses to move 18,000 students.
- Served on a team that is transitions from AS400 to an HRIS with the goal of digitizing all files and enabling predictive analytics.

FORT WAYNE COMMUNITY SCHOOLS

Fort Wayne, Indiana

2007-2017

MANAGER, SYSTEM OF SUPPORT EVALUATION & COMPENSATION (2015-2017)

Human Resources Leadership: Developed HR-related policy for the largest school district in the state (4,000 employees). Wrote and updated rubrics for job classifications and job descriptions. Created models for salary compensation. Devised salary schedules for new executives, and review salary schedules for all employees. Posted openings on industry websites, and track results.

- Played a lead role on the Salary Negotiation Committee by promoting open communication with union leaders.
- Promoted diversity by posting on an LGBT staffing website.
- Made key staffing decisions as part of the Teacher Termination team that conducted end-of-year evaluations and recommends dismissal.
- Improved gender equity through an analysis of compensation and recommended reforms.
- Organized a committee of transgender advocates to advise on policy for transgender students.

Project Management & Analytics: Planned and managed ad hoc projects to support senior administrators (executive level). Determined project specifications, goals, and deadlines. Advised other departments on issues related to analysis of qualitative data.

- Enhanced processes for senior leaders to obtain and handle highly confidential information and data.
- Improved data capture and analysis used for professional development of teachers. Mentored principals in how to communicate data as part of each teacher's professional development.

C. Todd Cummings, Ph.D.

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TEACHER INCENTIVE FUND (TIF) PROJECT DIRECTOR (2013-2015)

Selected to manage a \$50 million grant to implement a human capital management system and improve relations between teachers and principals. Established vision and policy based on deep data analysis.

- Negotiated and funded a salary increase for teachers in the district.
- Directed the district's largest budget outside of the general fund.
- Supported the Chief Academic Officer (CAO) in using analytics to enhance professional learning and development.

COORDINATOR ACADEMIC SERVICES (2007-2013)

Supported employees (teachers) throughout the district by providing resources and technology to improve performance.

- Administered a \$700,000 grant from PNC Bank.

EARLY CAREER

Developed strong training and communication skills working as a classroom teacher and discipline coordinator.

EDUCATION

HARVARD UNIVERSITY

Certificate: Strategic Data Project (SDP) 2015

- Capstone: *Increasing the Reliability and Validity of Teacher Evaluation*

INDIANA STATE UNIVERSITY

Ph.D., Education Leadership, Administration, & Foundations 2008

INDIANA UNIVERSITY

M.S., Educational Administration 2005

LIBERTY UNIVERSITY

B.A.

AFFILIATION

American Association of School Administrators (AASA), Learning Forward, Indiana Association of Public School Superintendents (IAPSS), Indiana Association of School Principals (IASP), NAACP, Wallace Principal Pipeline Learning Community (PPLC) participant, United Way, Indiana University-South Bend Chancellor's Advisory Board

TECHNICAL SKILLS

HRIS: Proprietary systems; **Statistics:** Minitab, Stata, R; **Evaluation:** eWalk, mVal, SAS; **Online Instruction:** Blackboard; **MS Office:** Excel, PowerPoint, Word; **Google Documents/Sheets**

Experience

- July 2019 – Present
- SOUTH BEND COMMUNITY SCHOOLS CORPORATION** South Bend, IN
Chief Accountability Officer
- Manage all aspects of testing administration, including formative assessment planning, training of school-level assessment staff, and reporting and analysis of standardized testing results. Created district assessment policy to address historical errors in testing administration and gaps in compliance.
 - Lead state and federal reporting and oversee process reforms in data management relating to discipline, attendance, enrollment, and graduation cohort tracking. Ensure the training of school staff in each area.
 - Created district and school dashboards to enable administrator analysis of key performance indicators in disciplinary infractions, attendance, academic achievement, and human capital.
 - Conduct strategic financial and staffing analysis, overseeing new models for projecting school and grade-level enrollment and creating staffing allocations for future school years. Coordinate with demographers on long-term enrollment projections and scenario modelling.
 - Serve on the district's collective bargaining committee, forecasting the impact of proposed changes to compensation structures and overseeing the distribution of the district's Teacher Appreciation grant. Led the application to and receipt of Indiana's competitive Career Ladders grant, creating positions for 20 teachers to mentor novice instructors during the 2020-21 school year.
 - Implemented long-term data storage of student information housed within transactional systems in the district's new Online Data Store. Currently overseeing the storage of historical assessment and employee information within the ODS.
- July 2017 – June 2019
- FORT WAYNE COMMUNITY SCHOOLS** Fort Wayne, IN
Manager of Research and Evaluation, Technology
- Conduct strategic quantitative analysis relating to school academic performance and accountability, student attendance and discipline, and teacher evaluation and compensation.
 - Manage research projects with external partners, including annual climate survey administration and evaluations relating to the FWCS Professional Learning system. Present select research findings to district stakeholders and departments.
 - Coordinate internal survey administration, working with department stakeholders on survey design, analysis, and presentation of results
 - Consult with FWCS departments on measurement for internal performance management and program evaluation, and establish processes and structures for data collection and analysis.
 - Provide professional development to school-based staff on data reporting and analysis tools.
- Sept. 2015 – June 2017
- Strategic Data Project Fellow, Office of Strategic Initiatives**
- Recruited to Fort Wayne Community Schools through the Strategic Data Project (SDP) Fellowship, based out of the Center for Education Policy Research at Harvard University. The SDP Fellowship is a competitive two-year professional development program that places data strategists in education agencies to have an immediate impact on policy decisions that affect student outcomes. It includes extensive training in measurement and analysis, leadership and change management, and education policy. In addition to participating in the program, individual responsibilities include:
- Designed and conducted impact evaluations of district academic programming, including tiered intervention services and summer instruction camps.
 - Conducted analysis relating to teacher evaluation and compensation, including data monitoring on staff retention and performance on School Improvement Plan metrics.
 - Served on district Compensation Committee, conducting data analysis and policy research relating to teacher career ladders, and participating in union-management negotiations.

May – August 2014	OFFICE OF GOVERNOR NIKKI R. HALEY Dukakis Summer Fellow	Columbia, SC
	<ul style="list-style-type: none"> • Conducted education policy research, including analysis of statewide spending and achievement data, and prepared reports for presentation to Policy Director and Governor. • Co-ordinated with external stakeholders to evaluate possible initiatives, and composed talking points for forums involving the Governor, teachers and school administrators. • Worked with senior staff to develop legislative and budgetary proposals relating to college preparedness, school governance, and STEM instruction. • Drafted literature and compiled data for the promotion of 2015 education initiatives. 	
Sept. 2008- June 2013	TEACH FOR AMERICA/J.H.S. 227 EDWARD B. SHALLOW Teacher/Corps Member	Brooklyn, NY
	<ul style="list-style-type: none"> • Led classes of thirty students to 70% proficiency rates and 100% passing rates in each of the past three years, as determined by New York State 7th and 8th grade math assessments. • Applied a two-year accelerated algebra curriculum, resulting in a class of 8th grade students achieving 100% passing and 88% average on the Regents High School Examination in Integrated Algebra. • Collaborated with teachers and administrators to develop 7th and 8th grade math curricula aligned to New York State guidelines and the Common Core Standards, and wrote original inquiry-based lessons designed to develop mathematical reasoning and problem-solving ability. 	
Sept. 2011- August 2013	TRIPLE CHALLENGE LEARNING CENTER Tutor	Brooklyn, NY
	<ul style="list-style-type: none"> • Taught small groups of general education students and students with individual education plans to develop mathematical knowledge, establish foundational skills, and prepare for New York State math assessments. 	
Jan. 2012- May 2013	TEACH FOR AMERICA Alumni Mentor (Volunteer)	TFAnet.org
	<ul style="list-style-type: none"> • Provided online advice and guidance to TFA corps members on mathematical content instruction, and constructed original blog posts with strategies for the development of conceptual student understandings. 	
June- August 2007	TAXPAYERS FOR COMMON SENSE Intern	Washington, DC
	<ul style="list-style-type: none"> • Maintained database of legislative earmarks and conducted research related to government spending. 	
April- April 2007	MASSACHUSETTS BUDGET AND POLICY CENTER Intern	Boston, MA
	<ul style="list-style-type: none"> • Conducted research and wrote memos for staff on Massachusetts tax and budgetary policy 	

Education	HARVARD UNIVERSITY, John F. Kennedy School of Government Master in Public Policy, May 2015	Cambridge, MA
	<ul style="list-style-type: none"> • Concentration: Social and Urban Policy with a focus on education policy • <i>Presidential Public Service Fellowship</i> • Coursework includes: Econometrics, Advanced Microeconomics, Education Budgeting and Finance, State and Local Public Finance, Operations Management, Analytic Frameworks. 	
	PACE UNIVERSITY Masters of Science in Teaching, May 2012	New York, NY
	TUFTS UNIVERSITY Bachelor of Arts, May 2008	Medford, MA
	<ul style="list-style-type: none"> • Honors: Magna cum Laude, Dean's List, Pi Sigma Alpha: National Political Science Honors Society, Senior Honors Thesis: "The Equity Effects of Education Finance Reform in Missouri", Highest Thesis Honors. Awards: National Runner-up, Pi Sigma Alpha Best Undergraduate Honors Thesis. 	

KAREEMAH N. FOWLER

CHIEF FINANCIAL OFFICER

DELIVERING SOUND FINANCIAL MANAGEMENT & GUIDANCE THAT DRIVES PROFITABILITY & ENHANCED PERFORMANCE

Solutions-driven, versatile and proactive executive with a career track comprised of roles of increasing responsibility within the public sector. Offers a strong work ethic with the ability to partner with C-level executives, internal departments and external constituents to achieve the bottom-line financial goals and objectives of the organization. Leads by example, develops staff from within and heads production efforts to mentor future leaders. Takes pride in ownership and approaches challenges with outside-of-the-box thinking and hands-on contributions that result in measurable wins for the organization.

- ✓ Highly adept at making key decisions within politically charged environments.
- ✓ Noteworthy accomplishment includes the effective management of \$8B+ of assessment data to support the taxation efforts of a local municipality.
- ✓ Critical thinker who quickly identifies gaps and refines processes to produce tangible results for today's public service departments.

CORE COMPETENCIES

- Team Leadership & Development
- Strategic & Tactical Planning
- Finance Management & Budgeting
- Data Analysis & Reporting
- Internal Controls & Audits
- Performance Analysis & Metrics
- Change Management
- Forecasting & Risk Assessments
- Resource Allocation
- Growth Planning
- Municipal & State Government Operations
- Regulatory Compliance
- Purchasing & Procurement

AWARDS AND HONORS

- ★**Award from former Indiana Governor Mitch Daniels (R) on Indiana Self-Disclosure reform efforts** ★
- ★**2018 Leaders under 40 award- Mayor Pete Buttigieg** ★
- ★**2019 Key to the City of South Bend- Mayor Buttigieg** ★

PROFESSIONAL EXPERIENCE

SOUTH BEND COMMUNITY SCHOOL CORPORATION • South Bend, IN • *South Bend Community School Corporation oversees performance in schools across the district, meeting the educational needs of 16,725 students and employing 1,273 teachers.*

Chief Financial Officer (2019-Present)

Provides sound management and administration of the school board's financial services activities, including oversight of the annual budget. Partners with administrators to formulate district policies, procedures and standards. Ensures appropriate resource allocation to support student learning, engagement and activities across all schools within this public education system.

- *Analyzes financial and statistical data, makes appropriate projections and fuels the decision-making process to improve operations.*
- *Actively participates in financial statement preparation, analysis, forecasting, budgeting, and working capital management processes.*
- *Advises district administrators on financial, procedural and other program changes, and their implications as pertains to laws, standards, the mission, and vision of the corporation.*
- *Demonstrates subject matter expertise when presenting information to the board and executive staff on complex financial issues including changes to laws, collective bargaining negotiations and investments.*

CITY OF SOUTH BEND – EXECUTIVE OFFICE OF THE CITY CLERK • South Bend, IN • *The City of South Bend’s Executive Office of the City Clerk is responsible for attendance and accurate journaling of all regular and special meetings and proceedings impacting a city that supports over 101,000 residents.*

City Clerk (2015-2019)

Elected as the 22nd City Clerk of South Bend, the second-highest elected position in the City. Managed both City and Common Council duties including management of the city’s budgeting process.

- *Maintained accurate recordkeeping for all public meetings and proceedings; served as a liaison between residents and city government by managing the end-to-end legislative process.*
- *Demonstrated both broad and specialized knowledge of state and municipal government processes, laws and procedures.*
- *Attended budget hearings and managed submission of budgets for review to the Department of Local Government Finance.*
- *Dually served as the City Archivist with responsibilities for stewardship of the City Municipal Code, the City Seal and the City Charter.*
- *Served a pivotal role towards the city achieving recognition with the “Government Finance Officers Association (GFOA) Distinguished Budget Presentation Award” for three years consecutively.*

Chief Deputy City Clerk (2010-2015)

Held an array of fiscal responsibilities for both the City Clerk’s Office and the Common Council. Accurately prepared the annual budget, oversaw procurement, vendor relations, and human resources duties including staff recruitment.

- *Led and directed staff, set priorities, defined workflows, delegated assignments, and established objectives.*
- *Identified gaps in processes, authored and administered new policies and procedures to streamline daily operations.*
- *Hired, trained and developed the skills of staff; evaluated performance, maintained discipline and facilitated terminations where required.*
- *Delivered additional leadership and insight as a core member of the Governance, Wellness and ERP Implementation Boards.*

ST. JOSEPH COUNTY ASSESSOR’S OFFICE • South Bend, IN • *The St. Joseph County Assessor’s Office is one of four in the state that determines the value of all taxable property—land, residential, and commercial—in the county, serving a population of approximately 268,000 people across 458 square miles of territory.*

Chief Compliance Officer (2001 to 2010)

In this highly visible leadership role, analyzed and managed over \$8B worth of property assessment data.

- *Successfully redesigned and consolidated 13 individual township assessor offices into two offices as per a newly passed State referendum mandating this change.*
- *Recognized the need for process improvements; achieved buy-in and managed the successful migration of legacy system data into an upgraded system.*
- *Introduced and recommended the use of the newly implemented Indiana Gateway System; consulted on the Federal Sales Disclosure reform to further improve processes.*

EDUCATION

BETHEL UNIVERSITY • Bachelor of Business Administration & Organizational Management, Minor in Public Service

BALL STATE UNIVERSITY • Executive Indiana Certified Public Administration

PURDUE UNIVERSITY • Indiana Level II Assessor/Appraiser

PROFESSIONAL AFFILIATIONS

INTERNATIONAL ASSOCIATION OF MUNICIPAL CLERKS *Member

INDIANA ASSOCIATION OF SCHOOL BUSINESS OFFICIALS *Member

COMMUNITY AND CIVIC INOVELMENT

- *Public servant/official*
- *St. Joseph County MLK Steering Committee*
- *Delegate for American Council of Young Political Leaders representing the United States of America in South Asia (2016, President Barack Obama)*
- *Chair of the 2016 Indiana Democratic Party Resolutions Committee*
- *Charter Member of 100 Black Women*
- *Graduate of Emerging Leaders Project (2015)*
- *Graduate of the Michiana Chamber of Commerce Leadership Program XLI (Class 41)*
- *Indiana Election Delegate for St. Joseph County (present)*
- *Central Committee Member and Deputy Chair of the St. Joseph County Democratic Party*
- *Co- Founder of the St. Joseph County African American Coalition*
- *Vice President of (IDACC) Indiana African American Caucus*
- *SBCSC IT Governance Committee*
- *2018 Community Chair of the 1st Annual IDEA WEEK, ND IDEA CENTER including Judge for University of Notre Dame, McClosey New Venture Competition// IDEA Center*
- *2020 National Surrogate, Pete for America Presidential Campaign*

BOARD MEMBERSHIPS

- *Board Member of the City of South Bend Minority Business Entrepreneurs/Women's Business Entrepreneurs Diversity and Inclusion Board, 2011- Present*
- *St. Margaret's House Board Member, 2016-Present*
- *Board Member of the City of South Bend Wellness Council, 2015-2019*
- *Board Member of the City of South Bend WorkSmart Team, Office of Sustainability, 2015-2019*
- *Board Member of the Shirley Heinze Land Trust, 2017-Present*
- *Board Member of the Emerging Leaders Project, 2016-Present*
- *Board Member of Indiana Hoosier Women Forward-2018*
- *Board Member of the South Bend Civic Theatre, 2018-Present*
- *Board Member of the Impact Committee at Mount Carmel Church*
- *Board Member of the Notre Dame Federal Credit Union*
- *Women's Advisory Board Habitat for Humanity/ Jimmy Charter Project*

RENE SANCHEZ**EDUCATION**

- 2021 Indiana State University, Graduate School of Education, Ph.D. (anticipated)
University of Texas, Austin, TX, Doctorate of Education, Cooperative Superintendent Program, Coursework
- 2003 University of Texas, Austin, TX, Master of Educational Administration
- 1996 Ohio State College of Law, Columbus, OH, Juris Doctor
- 1993 University of Texas Pan American, Edinburg, TX, Alternative Certification Program
- 1992 University of Notre Dame, Notre Dame, IN, Bachelor of Arts; Government & International Studies

CERTIFICATIONS

- Vermont, Superintendent
- Vermont, Principal
- Texas, Standard Principal
- Texas, Provisional Secondary History Composite
- Texas, Provisional Secondary English
- Texas, Provisional Secondary Language Arts

LEADERSHIP TRAINING

- Indiana Aspiring Superintendents Academy 2020-21
- Texas Association of Latino Administrators and Superintendents—Mentorship Program, Completed, June 2018
- Universal Design for Learning-Reaching All Learners, Harvard University, Cambridge, MA, 2015
- 21st Century High Schools, Harvard University, Cambridge, MA, 2014 via Raise Your Hand Texas
- Strategic Marketing Management, Executive Education, Rice University, Houston, TX, 2013
- SUPES Academy, PROACT Search, 2013
- Harvard University, Cambridge, MA, Public Education Leadership Project, 2010
- General Management Certificate, University of Texas at Austin,

WORK HISTORY**Chief Operations Officer, South Bend Community School Corporation, 2019 to current**

- o Oversee the daily operations of Human Resources Department
 - Leading new monthly new teacher trainings to align instruction to district goals and to model instructional strategies they can use in their class the next day
 - Researching a new HRIS/HRMS for implementation in second half of year one
 - Negotiated three union work contracts for this school year (NEA, AFSCME, and Teamsters).
- o Manage the daily operations of the Transportation Department
 - Revising the use of routing software to create a streamlined, efficient and safe delivery of students
 - Established the use of WIFI hubs on buses for use while transporting and in the community on evenings/weekends and during the COVID19 pandemic
 - Implemented new payroll system that has reduced overtime by 60%
 - Implemented new idling guidelines that has reduced gas consumption during idling by 50%
 - Frequent collaboration with the Indiana Department of Education state director of transportation to improve and implement processes to make SBCSC transportation better
 - Efficiently, but effectively, reduced costs in the transportation department saved over \$2.2 million dollars
- o Oversee the implementation of college readiness activities
 - Arranged and scheduled school day SAT /Khan Academy individualized preparation program for 2020
 - Planning the implementation of PSAT grade 8 to 11 and continuation of school day SAT program
- o Testified in front of State of Indiana Senate Education Committee against SB 425—Township Disannexation from School Corporation

WORK HISTORY, CONTINUED

Principal, César E. Chávez High School, Houston, TX, 2013- 2019

- Founded Chavez High School's the International Baccalaureate Diploma Programme and Career Programme. Applied for Middle Years' Programme, awaiting candidacy approval.
- Served as Distance Learning Partner Principal and School for a multi-year Improvement Required High School
- Increased number of career certifications offered and earned and founded the Associates Degree program for Process Technology, dual credit Emergency Medical Technician and Fire Fighter programs, and Level 1 certificates in Aesthetics and Electrician
- Only high school to earn HISD's highest Award for Family and Community Engagement for 4 consecutive years
- After changing math sequence, students earned first National Merit Commended & National Hispanic Scholars
- Implemented OECD/PISA test and school has increased performance in Math, Reading and Science over the last 3 years above like and more affluent schools
- Led vertical team Fine Arts programming revitalization. Increased fine arts program on Chavez campus and in 8 other feeder schools. Increased number of fine arts programs within the vertical team from 22 to over 50.
- Met TEA accountability standard overall each of 6 years and earned Math Distinctions in 2015, 2016, & 2018. Earned English and Science Distinctions in 2019
- Decreased the number of suspensions and removals by 60%
- Increased number of individual students who score 3 or higher on AP exams by 10% and increased the number of students enrolled in Calculus/Advanced Maths from 20 to over 190.
- Increased scholarship winnings by \$7 million and increased college applicants to over \$19 million
- Implemented Leverage Leadership Professional Development schoolwide
- Implemented inclusion and won a Universal Design for Learning collaboration grant with ESC Region 4, Towson University and All In Education
- Implemented following district initiatives: PowerUp (1:1 laptops), Linked Learning/Race to the Top (Relevant learning via smaller learning communities), Leverage Leadership (Focused use of levers to develop students, teachers, and schools), Positive Behavior Intervention and Supports

Secondary Principal and STEM Director, East Austin College Prep, Austin, TX, 2012-2013

- Met state standard in first year of school's existence while opening the EA Prep secondary campus
- Instituted Understanding by Design unit backwards design plan model for instructional planning
- Organized and served on the school's first Parent Teacher Student Organization
- Planning STEM, Pre-AP, and AP curriculum for the summer and 2013-14 school year
- Designed school's 9th grade science and W. Geo. EOC benchmarks using Eduphoria and the EOC blueprints

Principal, Orange Grove High School, Orange Grove, TX, 2011-2012

- Surpassed the state scores in 9th grade biology, geometry, English reading and writing EOC exams in 2012.
- Designed school's 4th and 5th six weeks tests for 9th-11th grade science and math as end-of-course and TAKS benchmarks using Eduphoria.
- Began inclusion for special education students using the Power of 2 training.
- Implemented Dana Center Classroom Walkthrough for Continuous Improvement and monitored over 200 walkthroughs via self-created Google Form doc
- Administered, for the first time, PSAT tests for all 10th and 11th grade students at a minimal cost to the district
- Personally hosted college information events regarding admission, testing, and financial aid.
- Organized ACT tailgater event with the community to provide a nutritious breakfast and a reminder of the test to more than 80 OGHS student for December 2011 test

Accountability Officer, Austin Independent School District, Austin, TX, 2010-2011

- Assisted Chief Performance Officer and Director of Campus and District Accountability with data reports to Associate Superintendents and campus principals.
- Assisting in the development of online reporting systems (myreporting and myanalytics) as well as the development

WORK HISTORY, CONTINUED

of an online early warning system for all grade levels.

- Surveyed and synthesized the feedback from the principals on the reporting systems and relayed information back to programmers.
- Assisting in communications plan for new state assessment system.

Principal, Liberal Arts & Science Academy High School, Austin, TX, 2007-2010

- Three consecutive years of TEA exemplary ratings and won more than 30 TEA Golden performance awards
- Oversaw and aligned enriched curriculum for magnet classes to state and district standards.
- Through feedback from students, parents, and teachers, transformed the message and identity of the school to increase the number of applicants each year. In 2005, LASA had a 1:1 applicant-to-admitted student ratio. By 2010, the ratio was 3.5:1.
- Implemented advisory program utilizing feedback from teachers and students revolving around college admissions, school identity, and fun
- Instituted Take One! Professional development program to expose all teachers to self-reflection upon their craft and to increase the number of teachers who would become National Board Certified Teachers.
- Designed the four-year signature course program with feedback from all school district stakeholders.
- Created collaboration with Allison Elementary to send high school seniors to teach tested science concepts to 5th graders during AISD late starts and funded two field trips for those elementary students who completed the requirements of the service.
- Added an extra counselor to school to serve as the Wellness and Service Leadership Coordinator.

Asst Principal & Interim Director, Liberal Arts & Science Academy, Austin, TX, 2005-2007

- Re-established the Spring Zip Code parties across the district so newly admitted families could meet current students and families to ask questions and develop a solid relationship with the school.
- Created with the Parents and Friends of LASA the Quadrant Recruiting events in the fall to host orientations for families who may not have the time or ability to attend events at the school.
- Founded the Summer Academic Success Initiative for students who needed extra tutoring and relationship building before attending school for their freshman year.

Coordinator, College Readiness Initiative, Austin ISD, Austin, TX, 2002-2005

- Managed all of the Michael and Susan Dell Foundation funds in Austin ISD—Project ADVANCE (college counselors at all high middle schools), AVID (teachers, tutors, and professional development at select high and middle schools), and Dell Math (specialized tutoring at select high and middle schools)
- Created and monitored data collection system to follow college applications and admissions, SAT and ACT testing, FAFSA completion, scholarships, college visits, and parent contact.
- Assisted in the creation and monitoring of the data collection system for AVID and Dell Math utilizing metrics created by the funders, teachers, principals, and the district.
- Created the Delco College Fair for east side and south high schools in Austin to have access to over 100 colleges, universities, and scholarship organizations.
- With a colleague from the Austin Chamber of Commerce, created Financial Aid Saturdays where local college financial aid offices and business volunteers assist students and parents with completing the FAFSA

Teacher, College Advisor, & Coach, LBJ High School, Austin ISD, Austin, TX, 2000-2002

Social Studies Teacher, Asst. Admissions Director, & Coach, St. Michael's Academy, Austin, TX, 1998-2000

English, Social Studies Teacher & Financial Aid Officer, Edinburg High School, Edinburg, TX, 1996-1998

English Teacher, Weslaco High School, Weslaco ISD, Weslaco, TX, 1992-1993

CONFERENCE PRESENTATIONS

- *Technology Can Serve ALL Students: How a 1:1 Implementation and Universal Design for Learning Can Create Engaging Learning Environments*, Association of Latino Administrators and Superintendents Education Summit, San Diego, CA October, 2018
- *Transforming High School Learning Environments: Year Four of Our UDL Journey*, UDL Implementation and Research Network Summit, Orlando, FL, April, 2018
- *Making Connections between AP and SAT*, 2017 College Board China Summit, Beijing, China, November, 2017
- *Implementation of Universal Design for Learning in Houston ISD and Chavez High School*, Universal Design for Learning: Reaching All Learners, Harvard University, Cambridge, MA, July 2016
- *Cases of UDL Implementation: A Principal's Perspective and Transforming High School Learning Environments: A Multi-Year Implementation Journey*, Universal Design for Learning Implementation and Research Network, Towson University, Towson, Maryland, March 16-17, 2016
- *Implementation of Universal Design for Learning in Houston ISD and Chavez High School*, Universal Design for Learning: Reaching All Learners, Harvard University, Cambridge, MA, July 2015
- *Interview Techniques for Future Teachers*, UTeach National Conference, Austin, TX, May, 2015
- *Houston ISD's Power Up Initiative*, Association of Supervision and Curriculum Design National Conference, March 2015
- *Playing /Creating to Learn: Engaging Students in Computer Science*, Texas Computer Educators Association Conference, Houston, TX, February, 2015
- *Supporting Literacy and Moving Towards Experiential Learning with Technology*, Houston ISD Leadership Institute, Houston, TX, June 2014
- *Personalize Algebra 1 EOC Preparation Using Think Through Math*, Houston ISD Leadership Institute, June 2014
- *Interview Techniques for Future Teachers*, UTeach National Conference, Austin, TX, May, 2014
- *Serious Games, Serious Learning*, National Association of School Boards Conference, New Orleans, LA, April, 2014
- *Planning for Student Success*, The Orange Grove Process: What and How, TASB Summer Leadership Institute, 2011
- *Creating a Successful, Purposeful Advisory Program*, National Consortium of Specialized Secondary Schools in Math, Science and Technology National Conference, Nashville, TN, 2010
- *"The Other 3 R's—Renaissance, Renewal, and Rejuvenation, A Collaboration Between The Michael And Susan Dell Foundation and The Austin Independent School District"*, National Association of College Admission Counseling National Conference, Fall 2004 and Texas Association of College Admission Counseling State Conference, Spring 2004

PUBLICATIONS

Sanchez, R., Berquist, E., & Omelan, K. (2017). *Transforming High School Learning Environments: Our UDL Implementation Journey at Cesar E. Chavez High School*. In *UDL: Moving from Exploration to Integration* (pp. 99-119). Wakefield, MA: CAST Professional Publishing

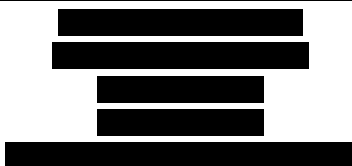
PROFESSIONAL/CIVIC ACTIVITIES

Member, Society of Human Resource Professionals
 Member, South Bend Rotary Club
 Future Board Member, South Bend Junior Achievement
 Member, AASA, The School Superintendents Association
 Member, Indiana Association of Public School Superintendents
 Member, Indiana Association of School Business Officials
 State Affiliate Founder, Hoosier Association of Latino Administrators and Superintendents
 Mentor, Texas Association of Latino Administrators and Superintendents
 National Association of Secondary School Principals
 Texas Association of Secondary School Principals
 Houston ISD District Advisory Council, 4 years; Co-Chair 18-19
 Board Member & President-Elect, Association of Hispanic School Administrators, HISD
 City of Houston Council of Latino Organizations
 Houston Community Advisory Panel, Member
 Principal Advisory Group, University of Houston, College of Education, 2013-15
 Principalship Program Advisory Council, TAMUCC, 2011-12
 Future President (2008), President (2009), Past President (2010), Austin Area Professional School Administrators
 Committee of Directors, YMCA East Communities (2009-2010)
 State Committee of AdvancED (SACSCASI), 2009-2011
 Co-Chair, Austin ISD Strategic Plan, 2009-10

HONORS

Semifinalist, HEB Excellence in Education Awards, 2017
 Raise Your Hand Texas Principal, 2014
 SUPES Academy, 2013
 TBEC Honor Roll, 2010
 AISD Hispanic Futures Conference Speaker, 2007-2010
 School Administrator AISD Commencement Speaker, 2009
 Finalist, Austin Under 40 Awards, Education Category, 2008
 Selected by Texas High School Project for Urban High School Principal/General Management Certificate program, 2007
 Austin Chronicle, Critic's Choice Award: Best 'Faith'-based Giving Results, October, 2004
 AISD'S College Readiness Initiative, Outstanding Leadership Award from LULAC -Austin, 2003

BRANDON CHRISTOPHER WHITE



OBJECTIVE To successfully pursue and obtain a position where I can support leading an organization to be as diverse as the community it serves.

EMPLOYMENT

South Bend Community Schools Corporation

July 2019-Present

Instructional Leader and Federal Programs Director

- Collaborate with district departments to support building principals
- Coach, mentor, and evaluate building leaders of 13 buildings
- Evaluate the effectiveness of building principals' leadership
- Conduct classroom and building walk throughs to identify needs of building
- Develop professional learning plans to support building leaders to meet and exceed district and building goals.
- Disaggregate assessment and behavioral data to guide instruction and equitable restorative practices for students and adults in buildings
- Support day-to-day operations of 13 K-12 buildings including an alternative high school and special needs facility
- Collaborate with superintendent to align leader skillsets with the needs of the correct learning environment.
- Member of teacher contract negotiation team
- Facilitate development of School Improvement Plans
- Participate in monthly union discussion
- Lead collaborative relationships with Learning Forward and the Wallace Foundation for the district
- Develop and support implementation of district instructional framework for literacy that encompasses instructional best practices
- Complete necessary writing and submission of Title II, IV, and high ability grants for district
- Oversee compliance and implementation of Title I, II, IV, and school improvement grants for the district
- Supported non-public schools with implementation of Title I, II, IV grants

Fort Wayne Community Schools

July 2013-June 2019

Haley Elementary School Principal

- Managed a student enrollment of 600+ students including a large detached attendance area.
- Collaborated at the building level to support the development of culturally proficient practices in all FWCS buildings and work environments.
- Oversaw fidelity of implementation of common planning and culturally proficient instructional practices.
- Collaborated with special education department in the management of emotional disability self-contained program and pre-kindergarten special education program
- Coached staff with implementing district curricular models and supporting teachers with developing culturally competent instruction opportunities for all students.
- Disaggregated assessment and other data to guide instruction and equitable restorative practices for students and adults.
- Evaluate teachers yearly under the System of Support™ using eWalk™ technology

- Continued partnership with Learning Forward through district professional learning
- Increased letter grade in first two years from C to A; increased letter grade from F to C when accountability algorithm was adjusted
- Participated in constant research of effective instructional practices
- Facilitated and monitored a \$6 million complete building renovation

Fort Wayne Community Schools

July 2011-June 2013

Study Elementary School Principal

- Led and implemented professional development based on school data and the needs of building
- Managed building budgets including Title I, technology, custodial, CPF, and general education funding for a building of 300 students
- Implemented Title I programming including pre-kindergarten to increase the success of students in poverty
- Assist district with full implementation of district curricular models with fidelity
- Developed community relationships to service students and families with a poverty rate exceeding 94%
- Evaluated teachers yearly under the Indiana RISE rubric
- Served as administrative representative on superintendent's advisement board
- Participated in constant research of effective instructional practices

Fort Wayne Community Schools

January 2011-June 2011

Elementary School Assistant Principal-Intern

- Responsible for discipline and adherence to the FWCS code of conduct
- Assisted in professional learning based on school data and needs
- Assisted with full implementation of district curricular models with fidelity
- Disaggregated assessment and behavioral data to guide instruction and interventions on a district and building level
- Participated in constant research of effective instructional and discipline practices to improve disproportionality both academically and behaviorally.
- Developed personalized behavior plans for individual students
- Participated in special education case conferences as Public Agency Representative
- Evaluated and led classified staff including clerical, assistants, and custodial staff

Fort Wayne Community Schools

August 2010-January 2011

District Instructional Coach Language Arts (4-8)

- Assisted district and building administration and instructional coaches in implementation of Professional Development based on school data and needs
- Assisted district with full implementation of district curricular models with fidelity
- Disaggregated assessment and other data to guide instruction and intervention on a district level to guide principals and teachers in designing professional development and instruction
- Participated in constant research of effective instructional practices
- Supported assessment department in ISTEP+ and Acuity assessment practices and security measures

Fort Wayne Community Schools

August 2009-June 2010

Instructional Coach- Harrison Hill Elementary

- Assisted grade level teams in the development and execution of SMART goals
- Planned, led, and facilitated professional development centered on school improvement plan and the missions and values of the district
- Worked with school and district administration to ensure district models are implemented with fidelity
- Disaggregated assessment and other data to guide instruction and intervention
- Worked with individual teachers to set and plan individual professional goals

Fort Wayne Community Schools

December 2004-June 2009

Fifth Grade Teacher/Fourth Grade Teacher

- Worked in a team environment to ensure the success of students through Professional Learning Communities
- Grade Chair 2006-2008
- Acquainted new fifth grade team with the policies and climate of Croninger
- Implemented district curriculum with fidelity and to align with Indiana Academic Standards
- Attend staff development training and in-services to continue professional growth
- Facilitated Croninger achieving Indiana Four-Star school status 2005-2007

EDUCATION

Purdue University, West Lafayette, Indiana

Ph.D. Educational Leadership In progress

GPA 3.89/4.0 (Indiana Superintendent's License upon completion)

Indiana University, Purdue University, Fort Wayne, Indiana

MS.Ed. Educational Leadership June 2009

GPA 3.89/4.0 (Indiana Administrator's License)

Purdue University, West Lafayette, Indiana

B.A. Degree, Elementary Education December 2004

GPA 3.13/4.0 (Indiana Teacher's License)
(Reading License)

PROFESSIONAL LEARNING AND TRAINING

- NSDC Instructional Coaching Cohort Training
- HOPE three year Quality Improvement Team development member
- IAM and ILEARN state development committee member
- Learning Forward Leadership Academy Graduate 2017
- New York Leadership Academy Mentor Training
- Purdue University Diversity Retreat Participant
- Indiana Association of School Principals, member
- President of Learning Forward Indiana

AWARDS AND ACHIEVEMENTS

- Past City of Fort Wayne Mayor's Diversity Council
- 2011 ETS National Multi-State Standard Setting Panel Member, Princeton, NJ
- 2018 ETS National Multi-State Standard Setting Panel Member for Reading Specialist, Princeton, NJ
- Past Board Member for the Diversity Committee of the College of Education, Purdue University, West Lafayette
- Purdue Fort Wayne, School Education Alumni Ambassador
- Board of Directors, MLK Montessori School, Fort Wayne, IN
- Member of PFW College of Education and Public Policy Advisory Council
- Board of Directors, Community Harvest Food Bank

**South Bend Community School Corporation
Job Description**

Title: *CALL Project Director*
Grant Period: *October 1, 2021 through September 30, 2026*

Minimum Requirements

- ◆ Masters in Education or Library Sciences degree required, higher certification/degree preferred;
- ◆ Minimum of five years in primary / secondary classroom experience;
- ◆ Experience in PK - 12 literacy programs;
- ◆ Experience in grant / budget administration and / or financial management;
- ◆ Excellent written and verbal communication skills;
- ◆ Ability to work in collaboration with multiple schools and administrators;
- ◆ Experience in literacy curriculum development; and
- ◆ Desire to improve quality of education provided to all students.

Primary Activities and Responsibilities

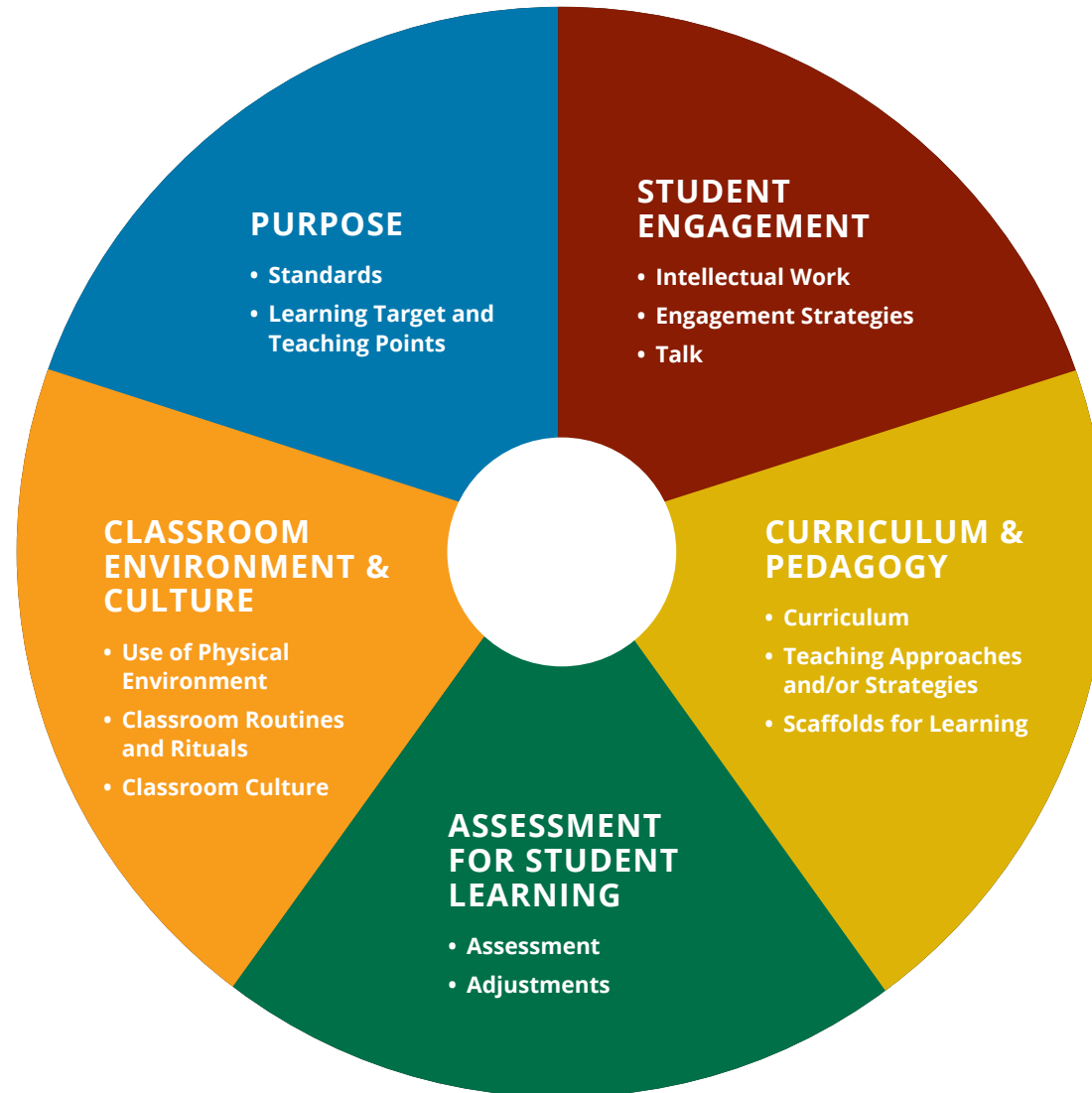
- ◆ Manage grant funds to implement *CALL*;
- ◆ Control expenditure of funds and distribute to satisfy contractual terms;
- ◆ Supervise grant personnel providing site coordination and summer camp instruction;
- ◆ Coordinate and chair Advisory Board, attend quarterly meetings;
- ◆ Oversee PK - 12 school implementation of *CALL* strategies;
- ◆ Initiate and sustain linkages between *CALL* schools and partners;
- ◆ Organize activities / professional development programs provided through *CALL*;
- ◆ Facilitate communication between stakeholders, including school district administration, teachers, program staff, partners, parents and external evaluation team;
- ◆ Schedule professional development workshops in accordance with grant proposal and ensure that logistics of each program component are arranged;
- ◆ Sustain and expand partnerships to increase support;
- ◆ Prepare and distribute evaluation materials to assess progress of program and solicit feedback from participants;
- ◆ Adjust proposed schedule and activities to reflect evaluation, as needed, and strive to improve quality of programs offered to students and teachers;
- ◆ Promote sustainability of program components with proven success;
- ◆ Complete Annual / Final Performance Reports in compliance with USDOE regulations;
- ◆ Perform other tasks as necessary to assure success of *CALL* grant program.

SUBDIMENSION	THE VISION	GUIDING QUESTIONS
PURPOSE		
Standards	<ul style="list-style-type: none"> The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or context such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills. The lesson is intentionally linked to other lessons (previous and future) in support of students meeting standard(s). 	<ul style="list-style-type: none"> How do the standard and learning target relate to content knowledge, habits of thinking in the discipline, transferable skills, and students' assessed needs as learners (re: language, culture, academic background)? How do the standard and learning target relate to the ongoing work of this classroom? To the intellectual lives of students beyond this classroom? To broader ideals such as problem-solving, citizenship, etc.? What is the learning target(s) of the lesson? How is it meaningful and relevant beyond the specific task/activity? Is the task/activity aligned with the learning target? How does what students are actually engaged in doing help them to achieve the desired outcome(s)?
Learning Target and Teaching Points	<ul style="list-style-type: none"> The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students. The learning target is measurable. The criteria for success are clear to students and the performance tasks provide evidence that students are able to understand and apply learning in context. The teaching points are based on knowledge of students' learning needs (academic background, life experiences, culture and language) in relation to the learning target(s). 	<ul style="list-style-type: none"> How are the standard(s) and learning target communicated and made accessible to all students? How do students communicate their understanding about what they are learning and why they are learning it? How does the learning target clearly communicate what students will know and be able to do as a result of the lesson? What will be acceptable evidence of student learning? How do teaching point(s) support the learning needs of individual students in meeting the learning target(s)?
STUDENT ENGAGEMENT		
Intellectual Work	<ul style="list-style-type: none"> Students' classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making). Students take ownership of their learning to develop, test and refine their thinking. 	<ul style="list-style-type: none"> What is the frequency of teacher talk, teacher-initiated questions, student-initiated questions, student-to-student interaction, student presentation of work, etc.? What does student talk reveal about the nature of students' thinking? Where is the locus of control over learning in the classroom?
Engagement Strategies	<ul style="list-style-type: none"> Engagement strategies capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. 	<ul style="list-style-type: none"> What evidence do you observe of student engagement in intellectual, academic work? What is the nature of that work? In what ways is work designed to promote sustained interest (e.g. creates value for students, generates student questions, promotes student ownership of material, etc.)? What is the level and quality of the intellectual work in which students are engaged (e.g. factual recall, procedure, inference, analysis, meta-cognition)? How are student identities and experiences surfaced and valued in the classroom to provide multiple ways of understanding and experiencing academic content? What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)?
Talk	<ul style="list-style-type: none"> Student talk reflects discipline-specific habits of thinking and ways of communicating. Student talk embodies substantive and intellectual thinking. 	<ul style="list-style-type: none"> Do all students have access to participation in the work of the group? Why/why not? How is participation distributed? What questions, statements, and actions does the teacher use to encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's thinking?

SUBDIMENSION	THE VISION	GUIDING QUESTIONS
CURRICULUM & PEDAGOGY		
Curriculum	<ul style="list-style-type: none"> Instructional materials (e.g., texts, resources, etc.) and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant. The lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time. 	<ul style="list-style-type: none"> How does the learning in the classroom reflect authentic ways of reading, writing, thinking and reasoning in the discipline under study? (e.g., How does the work reflect what mathematicians do and how they think?) How does the content of the lesson (e.g., text or task) influence the intellectual demand (e.g. the thinking and reasoning required)? How does it align to grade-level standards?
Teaching Approaches and/or Strategies	<ul style="list-style-type: none"> The teacher makes decisions and utilizes instructional approaches in ways that intentionally support his/her instructional purposes. Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking. The teacher uses different instructional strategies, based on planned and/or in-the-moment decisions, to address individual learning needs. 	<ul style="list-style-type: none"> How does the teacher scaffold the learning to provide all students with access to the intellectual work and to participation in meaning-making? What does the instruction reveal about the teacher's understanding of how students learn, of disciplinary habits of thinking, and of content knowledge? How is students' learning of content and transferable skills supported through the teacher's intentional use of instructional strategies and materials?
Scaffolds for Learning	<ul style="list-style-type: none"> The teacher provides scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence. 	<ul style="list-style-type: none"> How does the teacher differentiate instruction for students with different learning needs—academic background, life experiences, culture and language?
ASSESSMENT FOR STUDENT LEARNING		
Assessment	<ul style="list-style-type: none"> Students assess their own learning in relation to the learning target. The teacher creates multiple assessment opportunities and expects all students to demonstrate progress towards their learning goals. Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student (e.g., anecdotal notes, conferring, student work samples, etc.). The teacher uses systems and routines for recording and using student assessment data (e.g., individual charts, conferring records, portfolios, rubrics) and emphasizes this data as evidence of student progress towards learning goals. Assessment criteria, methods and purposes are transparent and match the learning target. 	<ul style="list-style-type: none"> How does the instruction provide opportunities for all students to demonstrate learning? How does the teacher capitalize on those opportunities for the purposes of assessment? What opportunities are provided for students to revise their work based on teacher and peer feedback? How does the teacher gather information about student learning? How comprehensive are the sources of data from which he/she draws? How does the teacher's understanding of each student as a learner inform how the teacher pushes for depth and stretches boundaries of student thinking? How do students use assessment data to set learning goals and gauge progress to increase ownership in their learning?
Adjustments	<ul style="list-style-type: none"> The teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons, and give targeted feedback to students. The teacher provides feedback that fosters students' meta-cognition to promote their role as editors of their work and that of their peers. 	<ul style="list-style-type: none"> How does the teacher's instruction reflect planning for assessment? How does the teacher use multiple forms of assessment to inform instruction and decision-making? How does the teacher adjust instruction based on in-the-moment assessment of student understanding?

SUBDIMENSION	THE VISION	GUIDING QUESTIONS
CLASSROOM ENVIRONMENT & CULTURE		
Use of Physical Environment	<ul style="list-style-type: none"> The physical arrangement of the room (e.g., meeting area, resources, student seating, etc.) is conducive to student learning. The teacher uses the physical space of the classroom to assess student understanding and support learning (e.g., teacher moves around the room to observe and confer with students). Students have access to resources in the physical environment to support learning and independence (e.g., libraries, materials, charts, technology, etc.). 	<ul style="list-style-type: none"> How does the physical arrangement of the classroom, as well as the availability of resources and space to both the teacher and students, purposefully support and scaffold student learning? How and to what extent do the systems and routines of the classroom facilitate student ownership and independence? How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning?
Classroom Routines and Rituals	<ul style="list-style-type: none"> Students show responsibility for and ownership of classroom systems and routines that further independence, learning, and a culture of respect. Available time is maximized in service of learning. 	<ul style="list-style-type: none"> What is the climate for learning in this classroom? How do relationships (teacher-student, student-student) support or hinder student learning? What do discourse and interactions reveal about what is valued in this classroom?
Classroom Culture	<ul style="list-style-type: none"> Classroom discourse and interactions reflect high expectations and beliefs about all students' intellectual capabilities and create a culture of belonging, equity and accountability for learning. Classroom norms encourage risk-taking, collaboration and respect for thinking. The classroom culture fosters the exchange of constructive feedback and celebration of growth. 	<ul style="list-style-type: none"> What are sources of status and authority in this classroom (e.g., reasoning and justification, intellectual risk-taking, popularity, aggressiveness, etc.)?

5 Dimensions of Teaching and Learning™



5D+™ Rubric for Instructional Growth and Teacher Evaluation

We know that building the capacity of teachers will lead to better instruction and greater learning for all students. Helping educators understand what good teaching looks like is at the heart of the Center for Educational Leadership's 5D+ Rubric for Instructional Growth and Teacher Evaluation – a growth-oriented tool for improving instruction.

Dimensions of the

5D+ Rubric for Instructional Growth and Teacher Evaluation

The 5D+ Rubric for Instructional Growth and Teacher Evaluation is based on the 5 Dimensions of Teaching and Learning™ (5D™) Instructional framework, which is derived from an extensive study of research on the core elements that constitute quality instruction. These core elements have been incorporated into the 5D framework and 5D+ Rubric as five dimensions: Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, and Classroom Environment & Culture. The 5D+ Rubric also includes Professional Collaboration and Communication, which is based on activities and relationships that teachers engage in outside of classroom instruction.

Organization of the

5D+ Rubric for Instructional Growth and Teacher Evaluation

The 5D+ Rubric is composed of 30 indicators of teacher performance, which are grouped by dimension. In the example below, the dimension is *Purpose* and the indicator is *Learning target(s) connected to standards*. The pages are colored-coded by dimension.

Purpose	Ineffective	Partially Effective	Effective	Highly Effective
P1	Learning target(s) connected to standards. Lessons are not based on grade level standards or fewer are included than the standard or the targets do not change daily.	Lessons are based on grade level standards. The daily learning target(s) align to the standard.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Student explain the learning target(s) in their own words.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Student explain the learning target(s) in their own words. Students can explain why the learning target(s) are important.

Performance Levels

Performance levels within each indicator are used to delineate teaching practice, from ineffective to partially effective, effective and highly effective. The sophistication of teaching practice and the role of students increase across the levels of performance.

The language describing each performance level has been carefully examined by a psychometrician to assure clarity, to avoid the risk of a teacher being rated more than once for similar teaching behavior, and to ensure that each indicator evaluates only one aspect of teaching practice. A careful analysis of instructional practice leads to the determination of a teacher's performance level on each indicator.

Colorado Performance Evaluation Ratings

The titles of the performance levels on this document – "ineffective," "partially effective," "effective" and "highly effective" – match the performance evaluation ratings required by the Colorado Department of Education.

Resources and Support

The 5D+ Rubric for Instructional Growth and Teacher Evaluation is available as a downloadable PDF on the University of Washington Center for Educational Leadership website at www.k-12leadership.org/teacher-eval. You will also find associated resource materials and a description of the services CEL can provide to support your implementation.

	Purpose			
	Ineffective	Partially Effective	Effective	Highly Effective
P1	Learning target(s) connected to standards			
	Lessons are not based on grade level standards or there are no learning targets aligned to the standard or the targets do not change daily.	Lessons are based on grade level standards. The daily learning target(s) align to the standard.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.
P2	Lessons connected to previous and future lessons, broader purpose and transferable skill			
	Lessons are rarely linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.
P3	Design of performance task			
	Performance tasks do not require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learnings/understandings to engage in new performance tasks.
P4	Communication of learning target(s)			
	Teacher rarely states or communicates with students about the learning target(s).	Teacher states the learning target(s) once during the lesson and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of the learning target(s), and references the target(s) throughout instruction.
P5	Success criteria			
	The success criteria for the learning target(s) are nonexistent or vague.	Success criteria are present but may lack alignment to the learning target(s) and/or may not be used by students for learning.	Success criteria are present and align to the learning target(s). With prompting from the teacher, students use the success criteria to communicate what they are learning.	Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.

		Ineffective	Partially Effective	Effective	Highly Effective
SE1	Quality of questioning	Teacher does not ask questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying their thinking with one another.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.
SE2	Ownership of learning	Teacher rarely provides opportunities and strategies for students to take ownership of their learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with teacher.	Teacher provides opportunities and strategies for students to take ownership of their learning. Some locus of control is with students in ways that support student learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.
SE3	Capitalizing on students' strengths	Teacher has little knowledge of how students' strengths (academic background, life experiences and culture/language) could be used as an asset for student learning.	Teacher has knowledge of students' strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways not connected to the unit goals.	Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways connected to the unit goals.	Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in a variety of ways connected to the unit goals.
SE4	Opportunity and support for participation and meaning making	Teacher does not use engagement strategies and structures that facilitate participation and meaning making by students. Few students have the opportunity to engage in discipline-specific meaning making.	Teacher uses engagement strategies and structures that facilitate participation and meaning making by students. Some students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. Most students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline-specific meaning making. Meaning making is often student-led.
SE5	Student talk	Talk is dominated by the teacher and/or student talk is unrelated to the discipline.	Student talk is directed to the teacher. Talk reflects discipline-specific knowledge. Students do not provide evidence for their thinking.	Student talk is a mix of teacher-student and student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking.	Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.

		Ineffective	Partially Effective	Effective	Highly Effective
Curriculum & Pedagogy					
CP1	Alignment of instructional materials and tasks	Instructional materials and tasks do not align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.
CP2	Teacher knowledge of content	Teacher demonstrates a lack of knowledge of discipline-based concepts and habits of thinking by making content errors.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another within a unit.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.
CP3	Discipline-specific teaching approaches	Teacher rarely uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking at one or two points within a unit.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking throughout the unit, but not daily.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.
CP4	Differentiated instruction for students	Teacher does not use strategies that differentiate for individual learning strengths and needs.	Teacher uses one strategy – such as time, space, structure or materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs. Teacher provides targeted and flexible supports within the strategies.
CPS	Use of scaffolds	Teacher does not provide scaffolds that are related to or support the development of the targeted concepts and/or skills. If teacher uses scaffolds, he or she does not release responsibility to students.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.

Assessment for Student Learning					
Ineffective		Partially Effective		Effective	Highly Effective
A1	Student self-assessment	Teacher does not provide an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that may not deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.
	A2	Student use of formative assessments over time	Students do not use formative assessments to assess their own learning.	Students use formative assessments at least two to three times per year/course to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within a unit or two to assess their own learning, determine learning goals, and monitor progress over time.
A3	Quality of formative assessment methods	Assessment tasks are not aligned with the learning target(s).	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides no information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides limited information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.
	A4	Teacher use of formative assessments	Teacher does not use formative assessments to modify future lessons, make instructional adjustments, or give feedback to students.	Teacher uses formative assessments to modify future lessons or makes in-the-moment instructional adjustments based on completion of task(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives general feedback aligned with the learning target(s).
A5	Collection systems for formative assessment data				
	Teacher does not have routines for recording formative assessment data.	Teacher has an observable system and routines for recording formative assessment data but does not use the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and periodically uses the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and uses the system to inform day-to-day instructional practice.	Teacher has an observable system and routines for recording formative assessment data and uses the system to inform day-to-day instructional practice.

		Ineffective	Partially Effective	Effective	Highly Effective
Classroom Environment & Culture					
CEC1	Classroom arrangement and resources	Physical environment of the classroom is unsafe or resources are not accessible to all students to support their learning during the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.
CEC2	Learning routines	Learning routines for discussion and collaborative work are absent.	Learning routines for discussion and collaborative work are present but may not result in effective discourse. Students are held accountable for completing their work but not for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students are held accountable for completing their work and for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for completing their work and for learning. Students support the learning of others.
CEC3	Use of learning time	Instructional time is frequently disrupted.	Some instructional time is lost through inefficient transitions or management routines. Teacher responds to student misbehavior with uneven results.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Student misbehavior is rare.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.
CEC4	Student status	Teacher does not develop positive teacher-student relationships that attend to students' well-being. Patterns of interaction or lack of interaction promote rivalry and/or unhealthy competition among students or some students are relegated to low status positions.	Teacher demonstrates positive teacher-student relationships that foster students' well-being. Patterns of interaction between teacher and students and among students may send messages that some students' contributions are more valuable than others.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for student status to be elevated.
CECS	Norms for learning	Classroom norms are not evident and/or do not address risk-taking, collaboration, respect for divergent thinking or students' cultures.	Classroom norms are evident but result in uneven patterns of interaction that do not encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.

Professional Collaboration & Communication				
Ineffective	Partially Effective	Effective	Highly Effective	
PCC1 Collaboration with peers and administrators to improve student learning				
Teacher rarely collaborates with peers or engages in inquiry for the purpose of improving instructional practice or student learning.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teacher occasionally leads collaborative work and/or teacher serves as a mentor for others' growth and development.	
PCC2 Communication and collaboration with parents and guardians				
Teacher rarely communicates in any manner with parents and guardians about student progress.	Teacher communicates with all parents and guardians about goals of instruction and student progress, but usually relies on one method for communication or requires support or reminders.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.	
PCC3 Communication within the school community about student progress				
Teacher maintains student records. Teacher rarely communicates student progress information to relevant individuals within the school community.	Teacher maintains student records. Teacher communicates student progress information to relevant individuals within the school community; however, performance data may have minor flaws or be narrowly defined (e.g., test scores only).	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner.	Teacher maintains accurate and systematic student records, including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner. Teacher and student communicate accurately and positively about student successes and challenges.	
PCC4 Support of school, district and state curricula, policies and initiatives				
Teacher is unaware of or does not support school, district or state initiatives. Teacher violates a district policy or rarely follows district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group needs without compromising an aligned curriculum.	Teacher supports and looks for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.	
PCC5 Ethics and advocacy				
Teacher's professional role toward adults and students is unfriendly or demeaning, crosses ethical boundaries, or is unprofessional.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students. Teacher challenges adult attitudes and practices that may be harmful or demeaning to students.	



CENTER *for* EDUCATION

UNIVERSITY OF WASHINGTON COLLEGE OF EDUCATION

STUDENT ENGAGEMENT

NEW Guiding Question

In what ways is work designed to promote sustained interest (e.g. creates value for students, generates student questions, promotes student ownership of material, etc.)?

NEW Guiding Question

How are student identities and experiences surfaced and valued in the classroom?



ASSESSMENT FOR
LEARNING

NEW Vision Statement

The teacher provides feedback that fosters students' metacognition to promote them as editors of their work and of their peers.

NEW Guiding Questions

What opportunities are provided for students to revise their work?

CALL
Literature Cited

Evidence of Promise – *What Works Clearinghouse* Standards

Layer 1 Student Literacy Interventions / Extended Learning

Zvoch, K., & Stevens, J. J. (2012). *Early Childhood Research Quarterly*, 28(1), 24–32. Retrieved from <http://dx.doi.org/10.1016/j.ecresq.2012.05.002> Retrieved from: <https://eric.ed.gov/?id=EJ1007876>

Layer 2 Educator Professional Development

Parkinson, J., Salinger, T., Meakin, J., & Smith, D. (2015). Results from a three-year i3 impact evaluation of the Children’s Literacy Initiative (CLI): Implementation and impact findings of an intensive professional development and coaching program. Washington, DC: American Institutes for Research.

Layer 3 Media City Enhancements and Print Media (Book) Acquisition

Piasta, S. B., Justice, L. M., McGinty, A. S., & Kaderavek, J. N. (2012). *Child Development*, 83(3), 810–820. Retrieved from: <https://eric.ed.gov/?id=EJ965180>

Layer 4 Family and Community Support

Piasta, S. B., Justice, L. M., McGinty, A. S., & Kaderavek, J. N. (2012). *Child Development*, 83(3), 810–820. Retrieved from: <https://eric.ed.gov/?id=EJ965180>

FORECAST Evaluation Model

Goodman RM, Wandersman A. FORECAST: A formative approach to evaluating community coalitions and community-based initiatives. *Journal of Community Psychology*. 1994;6–25. CSAP Special Issue.

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Peer- Reviewed Research Support

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<u>Corp</u>	<u>School Corp</u>	<u>Restricted Rate</u>	<u>Unrestricted Rate</u>
15	Adams Central Community Schools	0.00%	2.12%
5265	Alexandria Com School Corp	3.28%	20.27%
5275	Anderson Community School Corp	2.59%	15.19%
9750	Anderson Excel Center	0.08%	15.67%
9615	Andrew J Brown Academy	0.00%	17.82%
9685	Aspire Charter Academy	0.00%	17.82%
3315	Avon Community School Corp	3.02%	17.38%
365	Bartholomew Con School Corp	1.56%	16.64%
5380	Beech Grove City Schools	0.00%	16.74%
9140	Believe Schools, Inc	0.00%	0.00%
395	Benton Community School Corp	3.39%	24.36%
515	Blackford County Schools	2.82%	17.82%
3305	Brownsburg Community Sch Corp	2.54%	17.96%
4205	Center Grove Com Sch Corp	1.35%	16.78%
9380	Christel House Academy	2.75%	22.15%
9395	Christel House Academy West	4.03%	17.82%
9385	Christel House DORS	2.75%	17.82%
4145	Clark-Pleasant Com School Corp	8.88%	17.82%
1170	Community Schools of Frankfort	3.58%	21.82%
2270	Concord Community Schools	3.67%	17.46%
5855	Crawfordsville Com Schools	7.04%	17.82%
4660	Crown Point Community Sch Corp	2.99%	19.69%
1835	DeKalb Co Ctl United Sch Dist	3.53%	17.82%
6470	Duneland School Corporation	5.36%	17.82%
255	East Allen County Schools	4.48%	18.70%
9595	East Chicago Lighthouse Charter	1.64%	17.82%
8215	East Washington School Corp	3.45%	17.82%
4215	Edinburgh Community Sch Corp	2.15%	17.82%
2305	Elkhart Community Schools	4.57%	16.27%
7995	Evansville Vanderburgh Sch Corp	6.39%	17.82%
8655	Excel Center - Bloomington	0.22%	12.77%
9355	Excel Center - Kokomo	0.17%	7.36%
9335	Excel Center - Lafayette Sq	0.16%	3.85%
9855	Excel Center - Noblesville	0.05%	17.82%
9305	Excel Center - Richmond	0.16%	9.94%
9840	Excel Center - University Heights	0.16%	5.06%
9050	Excel Center Clarksville	0.14%	17.82%
9910	Excel Center for Adult Learners	0.10%	3.26%
9995	Excel Center Shelbyville	0.01%	0.00%
2155	Fairfield Community Schools	2.05%	20.03%
2395	Fayette County School Corp	1.03%	17.82%
235	Fort Wayne Community Schools	4.98%	15.22%
4225	Franklin Community School Corp	5.90%	17.82%

<u>Corp</u>	<u>School Corp</u>	<u>Restricted Rate</u>	<u>Unrestricted Rate</u>
5310	Franklin Township Com Sch Corp	1.05%	16.56%
4690	Gary Community School Corp	6.64%	17.82%
9535	Gary Lighthouse Charter School	1.36%	17.82%
9665	Geist Montessori Academy	0.46%	18.09%
2315	Goshen Community Schools	2.02%	16.78%
2120	Greater Jasper Con Schs	3.16%	18.87%
3125	Greenfield-Central Com Schools	4.47%	17.82%
4700	Griffith Public Schools	7.05%	17.82%
3025	Hamilton Heights School Corp	4.17%	16.58%
9670	Indianapolis Metropolitan High Sch	0.78%	6.16%
5385	Indianapolis Public Schools	3.71%	19.41%
6900	Jac-Cen-Del Community Sch Corp	1.89%	20.08%
3945	Jay School Corp	2.46%	17.82%
7150	John Glenn School Corporation	2.99%	22.63%
9495	Joshua Academy	2.75%	17.82%
3500	Kokomo-Center Twp Con Sch Corp	5.16%	24.45%
9345	Lafayette Excel Center	0.17%	8.34%
7855	Lafayette School Corporation	1.97%	13.22%
815	Lewis Cass School Corp	3.58%	17.82%
875	Logansport Community Sch Corp	2.85%	16.90%
5300	M S D Decatur Township	2.75%	17.40%
5330	M S D Lawrence Township	1.79%	15.50%
5925	M S D Martinsville Schools	3.40%	20.37%
6590	M S D Mount Vernon	1.36%	17.82%
4860	M S D of New Durham Township	2.72%	24.86%
5340	M S D Perry Township	2.75%	17.82%
5350	M S D Pike Township	6.42%	13.02%
8115	M S D Warren County	1.06%	23.47%
5360	M S D Warren Township	5.09%	17.82%
5370	M S D Washington Township	2.92%	14.53%
5375	M S D Wayne Township	0.00%	14.89%
3995	Madison Consolidated Schools	5.80%	22.50%
3640	Medora Community School Corp	2.75%	17.82%
4600	Merrillville Community School	4.34%	17.82%
4925	Michigan City Area Schools	3.74%	24.80%
5740	Monroe County Com Sch Corp	1.41%	17.82%
2400	New Albany-Floyd Co Con Sch	2.87%	18.49%
3445	New Castle Community Sch Corp	5.17%	22.29%
4255	Nineveh-Hensley-Jackson United	0.31%	21.53%
5075	North Lawrence Com Schools	3.42%	17.82%
5620	North Miami Community Schools	7.92%	17.82%
7385	North Spencer County Sch Corp	1.08%	13.76%
7495	Oregon-Davis School Corp	5.39%	17.82%

<u>Corp</u>	<u>School Corp</u>	<u>Restricted Rate</u>	<u>Unrestricted Rate</u>
9060	Paramount Community Heights	3.45%	20.55%
9165	Paramount Englewood	2.75%	17.82%
9680	Paramount School of Excellence Inc	3.26%	17.82%
7175	Penn-Harris-Madison Sch Corp	2.78%	13.73%
6325	Perry Central Com Schools Corp	0.00%	24.44%
3330	Plainfield Community Sch Corp	1.87%	13.23%
5485	Plymouth Community School Corp	3.21%	21.99%
6825	Randolph Central School Corp	3.08%	17.82%
6805	Randolph Southern School Corp	0.20%	22.85%
9690	Renaissance Academy Charter School	0.47%	14.71%
3815	Rensselaer Central School Corp	1.48%	17.82%
8385	Richmond Community Schools	1.79%	17.14%
2645	Rochester Community Sch Corp	4.36%	20.93%
4710	School City of Hammond	2.75%	17.82%
4730	School City of Hobart	7.27%	17.82%
7200	School City of Mishawaka	4.10%	17.82%
4740	School Town of Munster	2.75%	17.82%
9485	SE Neighborhood Sch of Excellence	6.25%	14.67%
7365	Shelbyville Central Schools	2.03%	17.82%
7205	South Bend Community Sch Corp	1.73%	17.82%
4940	South Central Com School Corp	0.70%	17.82%
1600	South Dearborn Com School Corp	4.11%	23.31%
5995	South Newton School Corp	4.34%	17.82%
6865	South Ripley Com Sch Corp	3.92%	22.62%
2100	Southeast Dubois Co Sch Corp	0.00%	18.14%
2110	Southwest Dubois Co Sch Corp	0.26%	11.70%
6195	Spencer-Owen Community Schools	1.77%	17.82%
1560	Sunman-Dearborn Com Sch Corp	1.48%	16.17%
3460	Taylor Community School Corp	0.22%	20.37%
9835	The Bloomington Project School	4.79%	17.82%
9160	The Excel - Muncie	0.10%	4.12%
7865	Tippecanoe School Corp	3.28%	16.41%
4445	Tippecanoe Valley School Corp	3.39%	19.68%
7935	Tri-Central Community Schools	6.19%	17.82%
8565	Twin Lakes School Corp	0.28%	16.92%
7215	Union-North United School Corp	2.58%	23.42%
8030	Vigo County School Corp	1.83%	16.11%
8060	Wabash City Schools	0.91%	23.59%
2285	Wa-Nee Community Schools	2.28%	17.82%
4415	Warsaw Community Schools	3.34%	22.01%
6630	West Central School Corp	6.94%	17.82%
3490	Western School Corp	2.18%	17.82%
8355	Western Wayne Schools	3.11%	17.82%

<u>Corp</u>	<u>School Corp</u>	<u>Restricted Rate</u>	<u>Unrestricted Rate</u>
4760	Whiting School City	3.81%	17.82%
8665	Whitley Co Cons Schools	2.02%	20.20%
1910	Yorktown Community Schools	0.41%	17.82%
630	Zionsville Community Schools	2.03%	15.97%

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

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CALL - Celebrating Achievement in Literacy thru Libraries!
South Bend Community School Corporation: Local Education Agency
(LEA) / Applicant / fiscal agent

Expenditures serve 29 schools - 17 "F" & "D"; 6 "C" and 6 "B" & "A"

BUDGET CATEGORY	Year 1	Year 2	Year 3	Year 4	Year 5
1. PERSONNEL					
<p>a. <i>CALL Project Director</i> - Funds will be used to hire a 0.5 FTE Project Director who will oversee the daily operations of <i>CALL</i> and support implementation across 29 high-needs schools. Duties will include fiscal monitoring, scheduling, management oversight, recruitment, community outreach, supervision of staff and coordination with each partner school. Salary: [REDACTED] with a 2.0% increase each year.</p>					
<p>b. <i>CALL Summer Camp Educators</i> - Funds will be used to stipend educators to serve as a teacher during <i>CALL</i> Summer Camps. Educators will provide direct instruction, utilize technology-based media and supervise experiential learning excursions. Stipend: 10 camps per year x \$ [REDACTED] per educator = \$ [REDACTED] per year.</p>					
<p>c. <i>Afterschool Club Educators</i> - Funds will be used to stipend educators to lead afterschool clubs that engage students in literacy-rich learning to build a love for reading and develop critical technology and writing skills (8 educators x \$ [REDACTED] per educator = \$ [REDACTED] per year). Total = \$ [REDACTED] per year.</p>					
<i>Subtotal Personnel</i>					
2. FRINGE BENEFITS					
<p>a. <i>Standard Fringe Benefits Package</i> - Funds will be used to provide standard fringe benefits for the Project Director, Coaches, Camp Educators and participant stipends. Package includes 30% of gross salary: FICA (social security), State Retirement, Federal and State Unemployment (FUTA and SUTA), Medical Insurance, a small life policy, Workman's Compensation and Medicare deduction.</p>					
<i>Subtotal Fringe Benefits</i>					

<p>3. TRAVEL</p> <p><i>a. Technical Assistance Meeting</i> - As required by the RFP, the Project Director and one project participant will attend the Technical Assistance meeting in Washington, DC each year of the grant (\$█ per diem x 3 days + \$█ airfare = \$█ x 2 participants = \$█)</p> <p><i>b. Local & Regional Travel (Project Director)</i> - Funds will pay for Project Director travel between schools to facilitate thorough implementation of CALL across public schools in South Bend, IN (Mileage: 2,800 miles per year x \$█ per mile = \$█ per year).</p> <p><i>c. Local & Regional Travel (Students)</i> - Funds will pay for travel between schools and learning excursion destinations to facilitate Summer Camps and for school-year Learning Excursions to content- and literacy-rich learning centers (12 field excursions x \$█ per event = \$█ per year).</p> <p style="text-align: center;"><i>Subtotal Travel</i></p> <p>4. SUPPLIES</p> <p><i>a. Office Supplies</i> - Office supplies used in implementation of program, to include, but not be limited to: general office supplies / postage / financial supplies (\$█ per year); costs to develop and print surveys, pre- and post-tests and performance evaluations (\$█ Yr 1; █)</p> <p><i>b. Student and Family Books / Literacy Tools</i> - Funds will be used to distribute diverse, age-appropriate books and reading materials to students and families enrolled in high-need schools serving impoverished communities (5,600 Priority Level 1 students x 5 books per student per year x average \$█ per book = \$█ per year). Total = \$█ per year.</p>					
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c. Library Media Center Books / Literacy Tools - Funds will be used to enhance library media center collections at Priority Level 1 schools with diverse, age-appropriate books and reading materials (1000 books per school per year x 6 schools x average \$ [redacted] per book = \$ [redacted] per year). Total = \$ [redacted] per year.

d. Technology-Based Learning Tools - Funds will be used to purchase streaming and use licenses and related materials that support technology-based learning, including *Achieve 3000* (6 Priority Level 1 "F" schools x \$ [redacted] for software licenses = \$ [redacted] per year). *and NAO Robotics*: (17 Priority Level "F" and "D" schools - will purchase 6 robots per year x \$ [redacted] = \$ [redacted] Total = \$ [redacted] per year.

Subtotal Supplies

5. CONTRACTUAL

a. Literacy Instructional Coaches - Funds will be used to contract with Literacy Instructional Coaches to provide intensive, classroom embedded professional learning / coaching support in high-need PK - 12 classrooms. (175 coaching days x \$ [redacted] per day = \$ [redacted] per year). Total = \$ [redacted] per year.

b. Indiana Department of Education - Professional Development - SBCSC educators will complete *Literacy Essentials* modules - aligned to Indiana Legislative Early Literacy mandate - offered free of charge to support the literacy development of students performing at early literacy achievement levels (No Cost). Total = \$ [redacted] per year.

<p>c. University of Washington CEL - Professional Development - Funds will be used to provide professional development to teachers, library media and reading specialists, special education teachers to promote integration of technology-based multi-cultural content into daily lessons. Professional learning that includes ongoing virtual support. Total = \$ [REDACTED] per year.</p>					
<p>d. Badging - Professional Development - Funds will be used to provide educators with opportunities to complete self-selected professional development from a menu of vetted / approved options developed by SBCSC. Total = \$ [REDACTED] per year to fund diverse options.</p>					
<p>e. Achieve 3000 - Professional Development - Funds will be used to provide professional development to teachers, library media and reading specialists, special education teachers to promote integration of technology-based, individualized literacy intervention into daily lessons. <i>Achieve 3000</i> will provide one day workshop to promote effective use of software for individual, group and whole-class teaching and learning (includes ongoing virtual support). Total = \$ [REDACTED] per year, years 1 - 3.</p>					
<p>f. Virtual Deeper Learning Communities - Professional Development - Funds will be used to provide professional development to teachers, library media and reading specialists, special education teachers to promote Blended Learning and integration of technology into group and whole-class teaching and learning with emphasis on use of <i>SIBME/SWYVL</i> technology (includes ongoing virtual support). Total = \$ [REDACTED] per year.</p>					

g. Learning Excursions - Funds will be used to provide field experiences for PK-12 students to diverse museums, learning centers, zoos, nature center to connect literacy instruction to diverse content and local cultural context (12 trips per year x \$████ per trip for fees = \$████ per year). Total = \$████ per year.

h. Evaluation and Consultation - Funds will be used to contract with a professional evaluation team. SBCSC will contract with EduShift, Inc. to conduct an external evaluation of all grant activities across 29 schools serving high-need South Bend, IN communities. Funds average less than 10% of grant request to cover the costs of evaluation at multiple school sites. An experienced research / evaluation organization will provide process and outcome evaluation of the *IAL grant* program using multiple, validated assessment tools to provide ongoing analysis of program results. The expenses include multiple evaluator consultant fees, travel, supplies, office expenses and technology-related costs. Evaluators will also provide special management, program and technical assistance as part of this fee to deliver services and consultation that staff cannot provide. Outside evaluation is recommended by the U.S. Department of Education.

<i>Subtotal Contractual</i>
6. CONSTRUCTION
7. OTHER
<i>Subtotal Other</i>
8. TOTAL DIRECT COSTS (lines 1-7)

9. INDIRECT COSTS: SBCSC
restricted indirect cost rate of [REDACTED]
(see Proof in Appendix)

**10. TRAINING STIPENDS /
SUBSTITUTES**

a. Professional Development Stipends -
Funds will be used to compensate
classroom teachers, library media
specialists, reading specialists and special
education teachers for time engaged in
Literacy Badging and professional
development events (75 professional
development days per year x \$ [REDACTED] per day
= \$ [REDACTED] per year).

Subtotal Training Stipends / Substitutes

11. TOTAL COSTS (lines 8-11)

<u>Corp</u>	<u>School Corp</u>	<u>Restricted Rate</u>	<u>Unrestricted Rate</u>
15	Adams Central Community Schools	0.00%	2.12%
5265	Alexandria Com School Corp	3.28%	20.27%
5275	Anderson Community School Corp	2.59%	15.19%
9750	Anderson Excel Center	0.08%	15.67%
9615	Andrew J Brown Academy	0.00%	17.82%
9685	Aspire Charter Academy	0.00%	17.82%
3315	Avon Community School Corp	3.02%	17.38%
365	Bartholomew Con School Corp	1.56%	16.64%
5380	Beech Grove City Schools	0.00%	16.74%
9140	Believe Schools, Inc	0.00%	0.00%
395	Benton Community School Corp	3.39%	24.36%
515	Blackford County Schools	2.82%	17.82%
3305	Brownsburg Community Sch Corp	2.54%	17.96%
4205	Center Grove Com Sch Corp	1.35%	16.78%
9380	Christel House Academy	2.75%	22.15%
9395	Christel House Academy West	4.03%	17.82%
9385	Christel House DORS	2.75%	17.82%
4145	Clark-Pleasant Com School Corp	8.88%	17.82%
1170	Community Schools of Frankfort	3.58%	21.82%
2270	Concord Community Schools	3.67%	17.46%
5855	Crawfordsville Com Schools	7.04%	17.82%
4660	Crown Point Community Sch Corp	2.99%	19.69%
1835	DeKalb Co Ctl United Sch Dist	3.53%	17.82%
6470	Duneland School Corporation	5.36%	17.82%
255	East Allen County Schools	4.48%	18.70%
9595	East Chicago Lighthouse Charter	1.64%	17.82%
8215	East Washington School Corp	3.45%	17.82%
4215	Edinburgh Community Sch Corp	2.15%	17.82%
2305	Elkhart Community Schools	4.57%	16.27%
7995	Evansville Vanderburgh Sch Corp	6.39%	17.82%
8655	Excel Center - Bloomington	0.22%	12.77%
9355	Excel Center - Kokomo	0.17%	7.36%
9335	Excel Center - Lafayette Sq	0.16%	3.85%
9855	Excel Center - Noblesville	0.05%	17.82%
9305	Excel Center - Richmond	0.16%	9.94%
9840	Excel Center - University Heights	0.16%	5.06%
9050	Excel Center Clarksville	0.14%	17.82%
9910	Excel Center for Adult Learners	0.10%	3.26%
9995	Excel Center Shelbyville	0.01%	0.00%
2155	Fairfield Community Schools	2.05%	20.03%
2395	Fayette County School Corp	1.03%	17.82%
235	Fort Wayne Community Schools	4.98%	15.22%
4225	Franklin Community School Corp	5.90%	17.82%

<u>Corp</u>	<u>School Corp</u>	<u>Restricted Rate</u>	<u>Unrestricted Rate</u>
5310	Franklin Township Com Sch Corp	1.05%	16.56%
4690	Gary Community School Corp	6.64%	17.82%
9535	Gary Lighthouse Charter School	1.36%	17.82%
9665	Geist Montessori Academy	0.46%	18.09%
2315	Goshen Community Schools	2.02%	16.78%
2120	Greater Jasper Con Schs	3.16%	18.87%
3125	Greenfield-Central Com Schools	4.47%	17.82%
4700	Griffith Public Schools	7.05%	17.82%
3025	Hamilton Heights School Corp	4.17%	16.58%
9670	Indianapolis Metropolitan High Sch	0.78%	6.16%
5385	Indianapolis Public Schools	3.71%	19.41%
6900	Jac-Cen-Del Community Sch Corp	1.89%	20.08%
3945	Jay School Corp	2.46%	17.82%
7150	John Glenn School Corporation	2.99%	22.63%
9495	Joshua Academy	2.75%	17.82%
3500	Kokomo-Center Twp Con Sch Corp	5.16%	24.45%
9345	Lafayette Excel Center	0.17%	8.34%
7855	Lafayette School Corporation	1.97%	13.22%
815	Lewis Cass School Corp	3.58%	17.82%
875	Logansport Community Sch Corp	2.85%	16.90%
5300	M S D Decatur Township	2.75%	17.40%
5330	M S D Lawrence Township	1.79%	15.50%
5925	M S D Martinsville Schools	3.40%	20.37%
6590	M S D Mount Vernon	1.36%	17.82%
4860	M S D of New Durham Township	2.72%	24.86%
5340	M S D Perry Township	2.75%	17.82%
5350	M S D Pike Township	6.42%	13.02%
8115	M S D Warren County	1.06%	23.47%
5360	M S D Warren Township	5.09%	17.82%
5370	M S D Washington Township	2.92%	14.53%
5375	M S D Wayne Township	0.00%	14.89%
3995	Madison Consolidated Schools	5.80%	22.50%
3640	Medora Community School Corp	2.75%	17.82%
4600	Merrillville Community School	4.34%	17.82%
4925	Michigan City Area Schools	3.74%	24.80%
5740	Monroe County Com Sch Corp	1.41%	17.82%
2400	New Albany-Floyd Co Con Sch	2.87%	18.49%
3445	New Castle Community Sch Corp	5.17%	22.29%
4255	Nineveh-Hensley-Jackson United	0.31%	21.53%
5075	North Lawrence Com Schools	3.42%	17.82%
5620	North Miami Community Schools	7.92%	17.82%
7385	North Spencer County Sch Corp	1.08%	13.76%
7495	Oregon-Davis School Corp	5.39%	17.82%

<u>Corp</u>	<u>School Corp</u>	<u>Restricted Rate</u>	<u>Unrestricted Rate</u>
9060	Paramount Community Heights	3.45%	20.55%
9165	Paramount Englewood	2.75%	17.82%
9680	Paramount School of Excellence Inc	3.26%	17.82%
7175	Penn-Harris-Madison Sch Corp	2.78%	13.73%
6325	Perry Central Com Schools Corp	0.00%	24.44%
3330	Plainfield Community Sch Corp	1.87%	13.23%
5485	Plymouth Community School Corp	3.21%	21.99%
6825	Randolph Central School Corp	3.08%	17.82%
6805	Randolph Southern School Corp	0.20%	22.85%
9690	Renaissance Academy Charter School	0.47%	14.71%
3815	Rensselaer Central School Corp	1.48%	17.82%
8385	Richmond Community Schools	1.79%	17.14%
2645	Rochester Community Sch Corp	4.36%	20.93%
4710	School City of Hammond	2.75%	17.82%
4730	School City of Hobart	7.27%	17.82%
7200	School City of Mishawaka	4.10%	17.82%
4740	School Town of Munster	2.75%	17.82%
9485	SE Neighborhood Sch of Excellence	6.25%	14.67%
7365	Shelbyville Central Schools	2.03%	17.82%
7205	South Bend Community Sch Corp	1.73%	17.82%
4940	South Central Com School Corp	0.70%	17.82%
1600	South Dearborn Com School Corp	4.11%	23.31%
5995	South Newton School Corp	4.34%	17.82%
6865	South Ripley Com Sch Corp	3.92%	22.62%
2100	Southeast Dubois Co Sch Corp	0.00%	18.14%
2110	Southwest Dubois Co Sch Corp	0.26%	11.70%
6195	Spencer-Owen Community Schools	1.77%	17.82%
1560	Sunman-Dearborn Com Sch Corp	1.48%	16.17%
3460	Taylor Community School Corp	0.22%	20.37%
9835	The Bloomington Project School	4.79%	17.82%
9160	The Excel - Muncie	0.10%	4.12%
7865	Tippecanoe School Corp	3.28%	16.41%
4445	Tippecanoe Valley School Corp	3.39%	19.68%
7935	Tri-Central Community Schools	6.19%	17.82%
8565	Twin Lakes School Corp	0.28%	16.92%
7215	Union-North United School Corp	2.58%	23.42%
8030	Vigo County School Corp	1.83%	16.11%
8060	Wabash City Schools	0.91%	23.59%
2285	Wa-Nee Community Schools	2.28%	17.82%
4415	Warsaw Community Schools	3.34%	22.01%
6630	West Central School Corp	6.94%	17.82%
3490	Western School Corp	2.18%	17.82%
8355	Western Wayne Schools	3.11%	17.82%

<u>Corp</u>	<u>School Corp</u>	<u>Restricted Rate</u>	<u>Unrestricted Rate</u>
4760	Whiting School City	3.81%	17.82%
8665	Whitley Co Cons Schools	2.02%	20.20%
1910	Yorktown Community Schools	0.41%	17.82%
630	Zionsville Community Schools	2.03%	15.97%



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 09/30/2023

Name of Institution/Organization

South Bend Community School Corporation

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs*								
11. Training Stipends								
12. Total Costs (lines 9-11)								

***Indirect Cost Information (To Be Completed by Your Business Office):** If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify):
 The Indirect Cost Rate is %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
- (6) For Training Rate Programs (check one) -- Are you using a rate that:
 Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S215G240025

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Name of Institution/Organization South Bend Community School Corporation	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs								
11. Training Stipends								
12. Total Costs (lines 9-11)								

SECTION C - BUDGET NARRATIVE (see instructions)

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Name of Institution/Organization South Bend Community School Corporation	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
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IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

- (1) List administrative cost cap (x%):
- (2) What does your administrative cost cap apply to? (a) indirect and direct costs or, (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Fringe Benefits Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Travel Administrative	<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. Contractual Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Construction Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Other Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Total Direct Administrative Costs (lines 1-6)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. Indirect Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9. Total Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10. Total Percentage of Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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