

Competitive Preference Priorities

Please note that this grant proposal qualifies for the following competitive priorities as outlined in the funding proposal guidelines:

Technology

Reading readiness will be emphasized with children utilizing high-quality digital tools and materials. These tools will also serve toward meeting the goal of motivating older children to read. Selected programs for use will include Breakthrough to Literacy and the America Reads initiative.

Improving Early Learning Outcomes

This grant proposal will also include services to implement literacy and school readiness for families with emphasis on children, ages birth through 3rd grade. Reading programs that will be implemented include a partnership with the Breakthrough to Literacy and Parents as Teachers programs, which involves a variety of parent workshops and materials that encourage reading books with their children in their early years of school and life.

Serving Rural LEAs

Please note that Corbin Independent Schools (the applying LEA) qualifies for the Rural Low Income Schools (RLIS) Program, qualifying for an additional five points.

NARRATIVE

The Corbin Literacy Improvement Program (**CLIP**) serves all students in the Corbin, KY area served by the Corbin Independent School District. Special emphasis is placed on high-need students in grades K-12 and families with children ages birth – third grade. The proposal uses the school library sites as a source of expanded library operations to broaden access and use by

children and their families through the use of scientifically/evidence-based programs and services advancing early literacy skills and preparing young children to read, developing and improving students' reading ability to increase achievement, and motivating students to read.

Over 2,800 students will be served in the CLIP program through the activities to motivate older children to read. This includes approximately 150 students daily through expanded library service hours, and 75 families who will be involved in family literacy activities.

A. Significance

(i) The extent to which the proposed project will build local capacity to address needs...

The Corbin Independent School District is applying for this grant to implement services in this region through the following: supporting high-quality, research-based programs that develop and improve literacy skills for children and students from birth through 12th grade; supporting family-centered initiatives in promoting early literacy for young children; motivating older children to read; and increasing student achievement by using school libraries, offering high-quality literacy activities and developing programs that distribute free books and high interest reading materials for children and families.

Grant funds will help to acquire up-to-date school library media resources with books and other literacy resources; acquiring advanced technology to enhance information literacy, retrieval and critical thinking skills of students; providing professional development and collaboration for school library media specialists, teachers, and administrators in grades K-12 to continually improve academic standards and technology implementation; and providing literacy services for children and families emphasizing the importance of literacy to break the cycle of undereducation.

Corbin is the largest town in rural southeastern Kentucky, maintaining a centralized population of 10,146, with smaller surrounding communities totaling over 30,000. This tri-county community serves a population of 29.67 percent living below poverty level within the core city, and 37.9 percent below poverty just outside city limits.

52% of the households have less than a high school diploma in Whitley County which encompasses the largest geographic portion of this city. A population of 6,318 has less than a ninth grade education. 4,528 families have a household income of less than [REDACTED]. The graduation rate for this area is 68.7%, compared to the 81.5% state average. 27.9% of households are single parent (average for the entire tri-county area).

As stated, over 52% of the targeted adults in this area have less than a high school diploma. Within these numbers, the Annie E. Casey Foundation's Kentucky Kids Count data shows that 33% of the mothers who gave birth as recently 2007 did not have a diploma. In addition, the data gives a very negative 91 rating of births per 1,000 girls ages 15-19—ranked third worst in the state).

While limited English proficiency ranks lower in Corbin than in most areas of Kentucky (1.1% speak Spanish, .6% speak Indo-European), this is an ever growing population with an increase of migrant workers coming to the agricultural part of this region. The unemployment rate is at 6.6%, compared to 5.2% for Kentucky in general (state data records).

The Corbin Independent School System has an enrollment of 2,800 students from preschool through grade twelve in the 2011-12 school year. Unlike neighboring schools, Corbin Independent has increased its enrollment over the past four years, adding over 700 students, thereby creating educational hardships with reduced state funding. The **targeted population** for this grant proposal includes all students in the Corbin school district with special programs

targeting high-need students, children, and their families who live in poverty, who are English learners, and who are far below grade level.

(ii) The extent to which the proposed project involves promising new strategies.

This proposal will target the main school library sites with greatest need in the Corbin Independent School District that will serve the community with expanded library operations, helping to broaden the use by children and their families and provide scientifically/evidence-based programs and services advancing literacy skills.

The following chart contains an analysis of data for the library sites:

Indicator	Numbers
# of Holdings	19,959
Average Age of Books	1995
Enrollment	1,779
Books per Student	11.22
Age of Computers/Technology	6 years old
Media Specialists	2.5
Avg. Age of Literature Collection	1993
Avg. Age of Tech Resource Collection	1997
Average Age of Geography and History	1994

As identified by the International Readers Association, the ratio of book collections should be 15:1 per student, whereas the Corbin collections are well below this level. Funds from this grant will go toward meeting the standard. A recent exponential increase in the number of students in the school district has created a situation whereby demand for resources is great, yet

school libraries cannot maintain supply. The library media specialists are unable to participate in training specifically aimed to enhance the school library services and activities for the integration of technology due to funding cuts.

In recent standardized state and national assessments of reading, 40% of primary students are reading below the 50th percentile on the Scholastic Reading Inventory, with 40% of upper elementary/middle students reading below that benchmark. At the high school level, 32.6% are classified below average on the Northwest Evaluation Association Measures of Academic Progress. This serves as baseline and benchmark data for the purposes of monitoring the project objective of improving student literacy.

The design for CLIP project activities that provide direct services to students is based on the research study/meta-analysis by Lauer, et al 2004 focusing on out-of-school time (OST) programs. The authors suggest that “policy makers and practitioners should consider the use of OST strategies as potentially effective ways of providing students with instruction and related experiences that can help them advance their reading achievement. The research demonstrates that such programs can have substantial impact in reading for low achieving and at-risk students when primary strategies include the use of tutoring and individual instruction combined with interventions that focus on social and behavioral skills, quality staff, and environments that are appealing to students. The CLIP plan builds on this research by providing programs through the expanded library service hours in an OST setting. Daily individual tutoring and instruction are offered along with social and behavioral skills during enrichment classes. Quality staff will deliver services, and the use of the school libraries will create a welcoming environment different from a traditional classroom setting. Details of the activities and plan are outlined in a later section under *Quality of the Project Design*.

The literacy programs that will be offered in this program will be based on a high – interest, interdisciplinary model, and are research-based. The components will target core subject areas and literacy skill building in the areas of math, literature, science, technology, media and arts/humanities, integrated with reading for the goal of increasing student achievement. Enrichment programs will be provided through research-based curricula, emphasizing hands-on activities such as video production and reader’s theater.

A unique and valued element of these school library initiatives will include the family involvement literacy module, providing quality, research-based reading activities for students and their families. Besides increasing parental involvement, the targeted school library sites will serve as intergenerational hubs to promote and advance literacy skills. This region of Kentucky has an immense population of parents who dropped out of high school. This has a direct impact on the literacy levels among their children and creates a deficit model from generation to generation. With the family involvement literacy model, reading and advanced learning services will be coordinated with the Corbin Family Resource Center, helping to provide literacy activities that will promote reading with use of the library on a regular basis and parent education for early literacy. The Family Resource Center is a community-based agency that serves as a liaison and resource program between schools and families. Its employees work in the school buildings (offices are housed at each school) and has been in existence for more than 20 years.

All programs and services provided through this program will consist of scientifically evidence-based activities, meeting the principles of effectiveness and GPRA measures. The principles of effectiveness will be met by providing programs based upon surveys and needs assessment data conducted with students, parents, school staff and community members.

Performance measures will be established with all services to ensure that each activity provides a productive and worthwhile experience to demonstrate academic progress among the participants.

(b) Quality of the Project Design

(i) Goals, Objectives and Outcomes to be Achieved...

The goals, objectives, and outcomes for the Corbin Literacy Improvement Program are as follows:

Goal 1: Increased achievement in core content areas will be gained through developing and improving children’s literacy skills for participating students.	
Obj.	By 2013, the percentage of participants who meet or exceed proficiency will
1.1	improve in reading/language arts and other content areas on state assessments.
<i>Expected Outcome: By 2013, the number of students scoring at the novice or apprentice level on state assessments in grades, 3, 8, and high school will decrease by 50%.</i>	
Goal 2: Older children will be motivated to read by increasing the availability of high-interest reading selections and offering high-quality literacy activities aligned with district, state, and national standards during expanded library service hours.	
Obj.	By 2013, daily attendance and circulation counts for each site will demonstrate
2.1	increased student use of the library and its collections.
<i>Expected Outcome: By October 2013, Follett Destiny reports will demonstrate a 25% increase in library visits and the number of titles checked out by students during the grant period. Aligned curriculum documents will be developed between the school library media specialists, teachers and administrators to align with standards.</i>	
Goal 3: Early literacy for young children and families will be promoted through family literacy and parent involvement activities.	

Obj. 3.1	By 2013, 100% of 4-year-old participants scoring below the 50 th percentile will show a minimum of 10% increase on the Teacher Rating of Oral Language and Literacy (TROLL).
Obj. 3.2	By 2013, parent involvement will increase by a minimum of 30% as measured by monthly counts at each site.
<i>Expected Outcomes: 100% of 4-year-old participants will achieve significant gains in oral language skills. Parent participation in library activities will increase by 30%.</i>	

(ii) Coordination with Similar Efforts with Community, State and Federal Resouces...

This applicant has developed relationships with existing federal, state and local programs, helping to provide services and activities for children in the community. Representatives from each partnership serve on an advisory council/coalition that helps develop opportunities and programs to best serve student participants and their families. Broad-based involvement and coordination for this project has included all school library media specialists; district curriculum specialists; representatives from student, parent, community, local government and business sectors; school principals; family resource center coordinators; technology specialists; and experienced family literacy program directors.

The school district's own board supports the initiatives of this program, and the superintendent serves as one of the members on the advisory council. Federal partnerships include aligning program activities with the United States Department of Education, Kentucky Department of Education and all Title programs (Title I, professional development, technology, etc.), IDEA (special needs) and food service program (assisting with the proposed Super Saturday and summer programs).

A primary state partnership is working with the Family Resource and Youth Services Center Programs (both locally and statewide), helping to provide linkages between the home, parental involvement and school.

Please refer to the Letters of Support attachments for further documentation.

(iii) Project is Part of a Comprehensive Effort to Improve Teaching/Learning...

Funds from this grant will be used to implement the following comprehensive activities to support rigorous academic standards for students:

1) **Motivating older children to read** by expanding and acquiring up-to-date school library media resources aligned with state and national academic standards; funds will be used to purchase new books to modernize categories which are out-of-date. Such categories as technology, science, geography and literature collections are examples of subject areas that need to be supplied with current titles and aligned with current curriculum. Other resources include providing audio book collections and services to assist students with disabilities and English Language Learners (ELL), as well as providing more literature that is gender and culture specific. E-books will also be made available for student use and checkout on both devices borrowed from the school library and owned by the student (when available.)

2) **Developing and improving reading skills and academic performance** will be enhanced in two ways: by acquiring and using advanced technology to develop/improve students' skills and providing services outside the school day through additional tutoring, remediation, and literacy activities. Funds will be used to purchase digital e-readers that can be checked out to students. These devices will also allow more students to access school-based software used for instruction during times outside the regular school day. Digital books and magazines will be purchased, creating a wide system of access for students. Contracted services

such as the Destiny system through Follett Software allow the school libraries to catalog titles at each site and will provide students with access to information and resources at school, home and any place with internet access. Students and families may use the program to request titles from other school sites for inter-library loan from schools they do not attend. These technology resources will be incorporated into the full curricula of the school (through collaboration with the teachers and administration), providing a comprehensive approach to information retrieval and critical thinking skills. Follet Destiny will also provide a powerful and flexible circulation, cataloging, searching and reporting system for grant evaluation. This system makes school libraries a more vital resource for students, teachers and parents, allowing resource sharing of books and media.

The *Destiny* system provides a unique channel for parents to be actively involved in their children's education. In a case study of Cumberland County Schools in North Carolina, library circulation increased by 30% with parental involvement. Students are able to access the school library from home and search for books, while parents can monitor their own child's reading choices, and see how many books the child has checkout of the library over a certain period of time.

3) Another unique aspect of this proposal **promoting early literacy** is that it incorporates a partnership with a local technology assistance program, helping to provide computers and technology for those families that do not have access at home. The Corbin Family Resource Center is the collaborating agency with this project which, along with the local technology group, will help to ensure that all families have equitable access to learning and literacy programs. In addition, the school libraries will have expanded hours of operation after school and during the summer months to implement literacy initiatives for the entire family.

4) **Student achievement and improving literacy skills** will also be enhanced by providing students with access to school libraries during non-school hours, including the hours before and after school, during weekends, and during summer vacation periods. This component of the project will be implemented with the following schedules:

Expanded Library Time (Regular School Term) – Monday - Friday

Timeframe	Activity
7:30 a.m. to 8:00 a.m.	Reading Programs/Literacy-Parent and Child Time
2:45 p.m. to 3:00 p.m.	Attendance/Transition Time/USDA Snack Time
3:00 p.m. to 4:00 p.m.	Literacy Tutoring/Individualized Instruction/Homework Help
4:00 p.m. to 5:30 p.m.	Enrichment Classes—Book Clubs, Literacy Fairs, Technology-Literacy Classes

School Library Schedule (Summer Period for 6 weeks)

Timeframe	Activity
9:00 a.m. to 11:00 a.m.	Literacy Tutoring and Enrichment Camps/Parent and Child Reading Time
11:00 a.m. to Noon	Lunch (<i>provided by (provided by USDA summer feeding program)</i>)
Noon to 3:00 p.m.	Literacy Tutoring and Enrichment Camps Continue/Parent and Child Reading Time

Super Saturday Library Schedule (Monthly)

Timeframe	Activity
9:00 a.m. to 11:00 a.m.	Literacy Tutoring and Enrichment Camps/Parent and Child Reading Time
11:00 a.m. to Noon	Lunch (<i>provided by in-kind support</i>)
Noon to 3:00 p.m.	Literacy Tutoring and Enrichment Camps Continue/Parent and Child Reading Time

As previously noted, the literacy programs that will be offered in these times will be based on a high –interest, interdisciplinary model, and will be scientifically research or evidence-based. The components will target core subject areas and skill building in the area of literacy. Enrichment programs will be provided through research-based curricula, emphasizing hands-on and social activities such as reader’s theater.

5) A unique and valued element of these school library initiatives will include a comprehensive family-centered literacy module, providing quality, research-based reading activities for students and their families. Besides **increasing parental involvement**, the targeted school library sites will serve as intergenerational hubs to promote and advance literacy skills. As noted in the needs section, this region of Kentucky has an immense population of parents who dropped out of high school. This has a direct impact on the literacy levels among their children and creates a deficit model from generation to generation.

With the comprehensive family literacy and early literacy model, reading and advanced learning services will be coordinated in collaboration with the Corbin Family Resource Center, helping to provide literacy activities that will promote reading with use of the library on a regular

basis. The use of scientifically-based research drives the curricula that will be used in the school libraries, including the nationally recognized America Reads program. These programs utilize a demonstrated reading approach combined with planning, implementation (including regular and frequent sessions) and ongoing evaluation of reading instruction. Researchers having contributed to these efforts include N.A. Madden and R.E. Slavin (*Effective Programs for Students At Risk, 1989*).

The research design for the operation of the school libraries with Corbin is based upon national standards to ensure that students are information literate, and that the school libraries provide up-to-date resources to facilitate learning in collaboration with classroom instruction. Additionally, please refer to the supporting research previously referenced in the *Significance* portion of the narrative.

Guiding principles of the school libraries include:

Element 1: Teaching and Learning

- The library serves as an essential, integrated part of the school's instruction.
- The library actively engages in collaborative teaching and planning processes.
- The library integrates and utilizes technology to enhance teaching and learning.

Element 2: Information Access and Delivery

- The library provides access to information and ideas to support the curriculum.
- The library structures the program to provide flexible access to resources.
- The library promotes and encourages ethical use of information by staff and students.

Element 3: Program Administration

- The library is staffed with a professional educator to allow full participation in standards-based learning practices.

- The library staff demonstrates strong instructional leadership through active collaboration.

All programs and services provided through this program will consist of scientifically research-based activities, meeting the principles of effectiveness and GPRA measures. The principles of effectiveness will be met by providing programs based upon surveys and needs assessment data conducted with students, parents, school staff and community members. Performance measures will be established with all services to ensure that each activity provides a productive and worthwhile experience to demonstrate academic progress among the participants.

The family-centered instructional practices emphasizing early literacy for Birth – 3rd grade that will be implemented with this project are based on scientifically and evidence-based research for all components of instructions. Please note the following:

Name of program	Component and Significance
Parents As Teachers	Parent Skills—Nationally recognized for teaching parents developmental skills of their children.
Breakthrough To Literacy	Early Childhood—20 years of research in implementing reading readiness with preschoolers.
America Reads	Parent/Child—Nationally recognized strategies with parent/child interaction.

The literacy activities and practices for children in the classroom and the home include a component from the research-based *Breakthrough to Literacy* program, providing take-home books and activities performed with the parents and reinforced at the center in the form of a “backpack” program that includes **book distribution** with packets that are sent home via student backpacks. *Breakthrough to Literacy* is a comprehensive program that provides in-school

instructional methods with home activities. Other practices that include language and literacy experiences for parents and children include the *America Reads* format, whereby parents or other tutors and students do paired reading with vocabulary emphasis and positive rewarding through culminating literacy activities.

The *Breakthrough to Literacy* program was developed over twenty years ago by Dr. Carolyn Brown and Dr. Jerry Zimmerman at the University of Iowa as a method to help a nonreading student make the link between oral language and print. Drs. Brown and Zimmerman recognized that reading development depends on oral language and vocabulary, phonemic awareness, awareness of print, word recognition and phonics skills. Their program provides the pre-reading skills needed to internalize the structure of language while exploring relationships between print and oral language. It is based in part on research that cites the importance of letter identification, and word recognition as supported by Catts et al. (2001).

Breakthrough to Literacy also uses computer technology to help individualize instruction based on each child's abilities. Each child begins with picture and sound cues, working through the program until eventually weaned to reading text alone. The program is balanced, providing shared reading and writing, individualized computer instruction, listening, small group guided reading and writing. There is also an essential home connection and cross-curricular activities.

The direct services of the CLIP initiative include the four main components of immersive and parental involvement literacy (parent literacy education, age-appropriate education for children, parent training and parent and child interactive literacy activities).

(iv) The extent of performance feedback and continuous improvement...

This proposal utilizes a variety of data, both formal and informal, to monitor and document the program impact. Please refer to the following table regarding the primary data collection instruments:

Primary Data Collection Instruments

Instrument	Description	Implementation Schedule
MAP (Measures of Academic Progress)	Nationally normed instrument, measuring core content reading, math, language arts and science	Given at the beginning, mid and end of the school year or summer program (or upon entry the program)
Observation Protocol (Site Visit)	Developed by the external evaluator to collect formative level data	Biannual site visits conducted by the external evaluator
Teacher and Parent Surveys	Developed by the external evaluator to collect formative and summative data related to performance measures	All surveys will be administered by program staff near the end of each school year
CATS (State and national accountability testing)	Given annually, this data instrument will provide standardized test results to compare with other school districts state and nationwide.	CATS (State and national accountability testing)
Teacher Rating of Oral Language and	This norm-referenced instrument assesses oral language	Given fall and spring to measure oral language

Literacy (TROLL)	development in preschool students.	growth
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The MAP (Measures of Academic Progress) diagnostic instrument is a computerized system developed through the Northwest Evaluation Association (NWEA). Each test developed by uses the RIT (Rasch Unit) scale to measure **student achievement** and student growth. The RIT score relates directly to the curriculum scale in each subject area. The NWEA completed a normed study of student achievement status and growth in 2002. The initial study included over 1.05 million students from 323 school districts in 24 states. Additional research has been fostered in over 2,400 school districts across the United States. The stability and validity over time, using the RIT scale, has benefited more accurate diagnostics of student performance because it aligns student achievement levels with item difficulties on the same scale (noted by Carl Hauser, researcher).

Observational data and teacher/student/parent surveys will be utilized as well, providing individual data for use by staff. Teacher and student surveys are also conducted and collected, permitting staff and the evaluators to make informed decisions about program services and activities.

(c) Quality of the Project Services

(i) The quality and sufficiency of strategies for ensuring equal access/treatment...

As mentioned, this project will collaborate with existing agencies in reaching out to serve participants. In recognizing those participants who may have disabilities or limited English proficiency, this literacy initiative will collaborate with resource partners to ensure equitable access. One major program collaborator with this proposed project is Title I, which provides assistance in all areas of curriculum design. There is also the ELL (English Language Learners) program which is coordinated through each school system in the state.

In addition, the special education programs within the local school district will provide assistance and support with aiding participants through an individual education program or referrals to agencies that may include Comprehensive Care or the Department for Vocational Rehabilitation.

Steps to ensure equitable access to and equitable participation in the program currently include the following procedures:

1. *To actively recruit participants regardless of gender, race, color, national origin, disabilities and age.*
2. *To ensure that center-based programs are in compliance with the Americans with Disabilities Act.*
3. *To have staff who are sensitive to the diverse needs of its participants and who can provide support.*
4. *To maintain accurate records of those served, ensuring a demographic balance of serving those in need.*
5. *To promote equity on each publication and announcement concerning program initiatives.*

Promotion of the program and recruitment of families will enhance and promote equal access for the targeted community through media contacts that include radio, television, print (newspaper), cinema and internet. These services provide free public service announcement time, and will impact the area immediately with the announcement of these services. All interagency service providers will have informational forms to refer families most in need to connect them with the project director.

(ii) The extent which the services are appropriate to the needs of intended recipients.

The overwhelming numbers presented in this proposal support that this area is vastly underserved for the literacy services that are currently needed as demonstrated by the data in the *Significance* section of the grant beginning on page 2 of the narrative. Of especial importance is the data relating to literacy rates among parents and the reading performance of their children on standardized assessments below the 50th percentile. Additionally, 88% of students in the Corbin Independent School system are latchkey students whose parents work during afterschool hours, The combination of these two statistics demonstrates that there is a need for research-based, structured literacy programs outside the school day. Through the aforementioned and comprehensive scientifically/evidence-based literacy initiatives, this project will provide age appropriate and effective services for the intended recipients.

(iii) The extent of professional development services to lead to improved practices...

Providing professional development for school library media specialists and teachers is designed to improve literacy in grades K-3. This will also enhance the collaboration between school library media specialists, teachers and administrators, especially for the purpose of **increasing the effectiveness of teachers and school library personnel** in using technology to improve instruction. This shall consist of job-embedded professional development to increase performance with the implementation of technology tools. The professional development schedule includes:

PROFESSIONAL DEVELOPMENT MATRIX

TRAINING TOPIC/EVENT	PROVIDER	TIMELINE
General Orientation/Strategic Plan	School Library Media Specialists/Coordinator/Staff	Monthly

Upper Cumberland Education Association for School Library Media Specialists	School Library Media Specialists	Fall
State Conference	Kentucky Division-American Library Association	Fall-October
Kentucky Teacher Leader Conference	Kentucky Department of Education	April
National Conference	American Library Association	June/July
American Library Association e-Academy Courses	American Library Association	Weekly
Upper Cumberland Education Association for School Library Media Specialists	School Library Media Specialists	March

In addition, there will be weekly strategic and curriculum alignment meetings between the director, school library media specialists, teachers and administrators. Besides reviewing program goals, objectives and progress, staff will be working on a **digital curriculum alignment document to enhance instruction with literacy resources and the use of technology** from the school libraries with classroom content.

(d) Adequacy of Resources

The project budget is conservative but also provides adequate support. Funds will be used to: supply materials and technology resources for the school libraries and students/families served; pay for a part-time coordinator to oversee fiscal responsibility, program activities, and

professional development for the school librarians; and to **students and families with children ages Birth – 12 grade** with expanded library service hours. The costs for this project provide for essential operations of implementation, allowing much needed resources and coordination to implement activities to achieve project goals, objectives and meet GPRA measures.

Please refer to the budget narrative enclosed with this application.

(e) Quality of the Management Plan

The timeline for implementation of the project will be as follows:

Timeline	Activity	Responsible Staff	Outcome
September 2012	Notification — positions posted/hired/ media notified	Program Director	Community Awareness and quality staff hired
September / October 2012	-Orientation -Evaluation -Visit/program promotion	-Program Director -Evaluator	-Staff is trained to provide quality services -Baseline data for GPRA measures is collected
October 2012 through May 2013	Direct Services to students and families	-Project Director School library media specialists -Family Resource Center staff	Quality literacy services are implemented
June 2013	Summer Program	Staff	Literacy camps provided

Monthly	Evaluations and meetings	-Program director -Evaluator -Staff	Ongoing evaluation/analysis of program data
Annual	Annual performance report	Director Evaluator	Monitoring of program/results communicated to partners and community

The project director will be Karen West, a highly qualified teacher that serves as the supervisor of special curriculum projects for the Corbin Independent School District (see attached resume). She will coordinate achievement of the goals, objectives and indicators for this project. Ms. West's responsibilities will include oversight of the professional development with the school library media specialists and teachers/administrators for curriculum alignment with each school library. Also included in the project director's duties will be the development and coordination for the literacy activities and events for the school libraries during non-school hours during summers and on the Super Saturday weekend events.

The project director will work closely with the school library media specialists, helping to ensure the successful implementation of each project component. The director will also be working with school administrators and collaborating with key stakeholders to establish and maintain the services and activities in a sustainable manner, providing the initiatives for years beyond grant funding.

An administrative assistant will be employed for one hour daily to maintain records/collect data for GPRA/evaluation to submit to the evaluator and to process financial reports with the Grants Administration and Payments System (GAPS). This will ensure financial accountability for the program.

The evaluator will be Dr. Susanne Ashby of Maberry Consulting and Evaluation Services, who holds a PhD in curriculum and instruction (resume attached). Maberry Consulting and Evaluation Services has evaluated more than a dozen grants with school libraries and literacy programs throughout the nation. The company has also served as the lead evaluator for more than 120 projects funded by the U.S. Department of Education and U.S. Department of Health and Human Services.

(f) Quality of the Project Evaluation

The evaluation of the Innovative Approaches to Literacy Program will include data collection strategies intended to provide both formative and summative information. Corbin Independent Schools will contract with Maberry Consulting to monitor and evaluate the CLIP program. The evaluation will include both quantifiable outcome measures and qualitative measures. The specific quantitative measurable outcomes appear above in the discussion of goals, objectives, and outcomes under *Quality of the Project Design*.

The formative features of the evaluation will be based on the information needs of various program stakeholders, including program director and staff, the U.S. Department of Education, and principals and superintendent of Corbin Independent Schools. Data will be collected through interviews and observations related to the implementation of the program and will be used to inform/modify programming decisions. Summative data collection will focus on the extent to which the program meets the performance measures (including the required GPRA performance measures) related to the program objectives.

The evaluation will contribute information to both program leaders and relevant school personnel (e.g., principals) in a number of ways. First, formative-level feedback will ensure that the program includes effective, research-based strategies that support ongoing developmental

activities. Second, information generated through the evaluation will be presented to stakeholders in a manner that encourages further inquiry, reflection, networking, study groups, and coaching. Third, the evaluation will serve as a mechanism for collecting multiple forms of data that reflect the achievement of participating students and schools.

Program staff and their partner school administrators will collect and maintain the data related to the program objectives and related performance measures. Additional data to inform programming decisions during monthly program reviews include participant demographics, program and school-day attendance, unexcused absences, grades, grade point averages, disciplinary referrals, suspensions, Measures of Academic Progress (MAP) scores, and duration of participant.

Method/timing of collection: Data on library usage and professional development satisfaction will be gathered monthly from online reports. Exact timelines are identified in *The Quality of the Management Plan* portion of the narrative.

When reports will be available/How applicant will use to monitor progress: Usage reports are compiled monthly and reviewed by project staff and the advisory group. An annual review of participant demographics and achievement at the conclusion of the first project year will serve as the basis for a mid-point evaluation of services. Maberry will also complete a final report within 30 days after project period ends.