

PROJECT NARRATIVE

Introduction

The Chilton Independent School District (CISD) proposes the Chilton Literacy and Library Opportunities (CLLO) program to improve school readiness and subsequent academic success in language arts and literacy for children and youth. The CLLO meets the Absolute Priority set forth for the Innovative Approaches to Literacy (IAL) Initiative as described below under *Quality of the Project Services*. The proposed program falls within three of the IAL Initiative Competitive Preference Priorities. The CLLO includes a significant technology component (Priority 2); seeks to improve early learning outcomes for very young children (Priority 3); and it will be implemented in a rural area (Priority 4).

CISD is a small community (population 2,579) located in Falls County in central Texas. We currently have 560 students enrolled in grades Pre-K to 12. According to data collected for school report cards (2012), 86% of our students are economically disadvantaged, 17% are limited English proficient (LEP), and 11% are learning and/or physically disabled. The high level of poverty in our community has a significant detrimental impact on students. The per capita income in Falls County is [REDACTED] (compared to [REDACTED] nationwide).¹ More than half of our students (55%) are Latino. Nearly 70% of our students are at risk of academic failure as indicated by low test scores on standard assessments (only half of our students scored proficient or better in language arts on the STAAR tests in 2011) as well as by a history of low academic achievement in their family. Less than 5% of the population of Falls County has a college education.² According to the National Center for Education Statistics, 22% of residents of Falls

¹ *U.S. Census*, 2010.

² *U.S. Census*, 2010.

County lack basic literacy skills, compared to 14% nationwide.³ CLLO is designed to not only improve literacy for children, but to respond to the specific cultural needs of these youngsters and their families in ways that support them in valuing reading, writing and education, and creating better lives for themselves.

Significance

In our impoverished rural community, any activities that increase access to books, technology that supports reading and other learning, and the school library build capacity that addresses the literacy and learning needs of our students and families. The nearest public library to Chilton is a 30-minute drive. Fewer than 40% of households in our county subscribe high-speed Internet service, compared to 59% nationwide.⁴ Our school library media center is a community hub for learning, research, and access to the world through technology. The added access to both print books and e-books for students and their families through the CLLO will greatly improve local capacity to meet the needs of our families. Basically, our students have few books available to them in the home and their parents don't read to them. The CLLO will surround our students with books and will reach out to parents to increase the incidence of parents reading aloud to their children.

We will further increase local capacity by partnering with the Head Start program and sharing professional development with early childhood educators so that all very young children receive the same high-quality literacy development education opportunities and have a greater chance of being well-prepared to enter school.

³ National Center for Education Statistics, 2003.

⁴ Internet Access Services: as of June 30, 2011 - <http://transition.fcc.gov/wcb/iatd/comp.html>

Resources for parents to improve their literacy skills, and especially for Spanish-speaking parents to learn English, are extremely limited in our community. The proposed program will expand the capacity locally to provide these educational opportunities to Spanish-speaking parents and other adult family members.

The program will demonstrate the value of e-readers and e-books in motivating young people to read. Although e-reader use is exploding among young people, it has not been thoroughly explored as a tool to improve literacy. We can see that our students are excited about using technology to access information and are motivated to use e-readers to read, and we hope to build on this excitement to improve academic achievement.

We will provide each student in a classroom with an iPad. We will purchase enough iPad mobile units (each with 30 iPads) so that teachers will be able to rotate the use of the mobile units. We have done this in the past with our Notebooks used in the classrooms. We will set up a rotation schedule that allows for each student to have the use of an iPad in a one-hour class block for at least three times a week by year two of the CLLO. We will place emphasis on the early elementary grades to promote early literacy learning. Functionally, four teachers will have the use of a classroom set of iPads every day. The teachers will have the ability to use both software-based and internet-based instructional tools; and will have a broad range of teaching tools readily available when s/he can go anywhere on the internet with students following along on their iPads. Because each student has personal access to a range of learning tools, the teacher can offer differentiated instruction to a whole classroom of students all at once, with each student approaching material at his or her own instructional level. The iPad mobile units will make it possible for each student to respond and interact in his or her own way and will instantly

individualize learning, making it possible to offer individualized lessons and to gain individualized responses. This will open up a whole new world of learning for our students.⁵

The use of iPads and e-readers in classrooms is in its infancy and not much research has been conducted to measure the impact of this technology on literacy skills. We believe that our project will contribute to the emerging body of research exploring the value of e-readers and e-books in motivating young people to read and increasing literacy and language skills. We wish to refer to the following scientific research study (attached to this proposal), which found that utilizing e-readers in the classroom improves learning outcomes: *Reading electronic books as a support for vocabulary, story comprehension, and word reading in kindergarten and first grade* by Ofra Korat (published in *Computers and Education*, 2010). This research study is discussed in more detail under *Quality of the Project Services*.

Quality of the Project Design

Goals, Objectives, and Measurable Outcomes

The goal of the Chilton Literacy and Library Opportunities program is to improve school readiness and academic success in language and literacy. We will focus on achieving the following objectives:

- 1) To increase oral language and pre-literacy skills for children age 0-5.
- 2) To increase the performance of students in grades K-2 on early reading assessments.
- 3) To increase the percentage of students who meet or exceed the proficiency level on the Texas STAAR language arts assessment for grades 3-12.

⁵ Project Tomorrow, *The New 3Es of Education: Enabled, Engaged, Empowered, Speak Up National Findings*, 2010.

- 4) To increase the percentage of parents who engage in literacy activities both to improve their own literacy and to improve the literacy of their children.
- 5) To expand the capacity of the district to address language learning needs of Spanish-speaking families.

An outline of the specific research-proven strategies, approaches, and activities we will implement to support achievement of these objectives appears below under *Quality of the Project Services*. The CLLO will seek to achieve the following quantitative measurable outcomes:

- 1) Each year of the program, 80% of all participating infants, toddlers, and three-year-olds will show gains in oral language skills as measured on pre- and post-tests utilizing the Circle Assessment (a valid research-based assessment tool).
- 2) Each year of the program, 80% of participating four-year-olds will show significant gains in oral language skills as measured on pre- and post-assessments of early reading skills, utilizing the Circle Assessment
- 3) Each year of the program, 80% of participating students in grades K-2 will show significant gains in oral language skills as measured using the Texas Primary Reading Inventory Assessment (a valid research-based assessment tool).
- 4) Each year of the program, 80% of participating students in grades 3-12 will meet or exceed proficiency on the language arts portion of the Texas STAAR test.
- 5) During year one of the program, the percentage of parents who engage in literacy-related activities offered by the program will increase by 70% compared to participation in the previous academic year, and this level will be maintained in year two of the program.

- 6) During each year of the program, at least 25 Spanish-speaking parents will attend at least 70% of LEP classes (in a session/series offered) for adults.

Refer to *Quality of the Project Evaluation* below for a discussion of qualitative outcomes and evaluation methodology.

Coordination with Similar Efforts

CISD has received funding from the State of Texas to implement the Texas Literacy Initiative and we will coordinate with this effort, which is now underway. The Texas Literacy Initiative provides funding for specific proscribed literacy activities, including adding more language-focused preschool curriculum. We will enhance these activities with the CLLO by extending library media center hours after school for students and their families, expanding the use of technology to support literacy activities (including the most fundamental activity of reading), conducting a book giveaway, increasing the focus on parental involvement, and adding resources for Spanish-speaking families (including an adult ESL class). CLLO will also offer additional professional development to teaching staff. The Texas Literacy Initiative provides literacy teachers at all grade levels, but it does not provide staffing to supervise access to e-books, to offer extended library hours, to implement the technology piece envisioned as part of the CLLO, or to engage parents in a meaningful way in their own and their children's literacy skills development. The CLLO will provide these things and thus dovetail with the Texas Literacy Initiative to provide a well-rounded and comprehensive literacy program. We have a data collection system in place for the Texas Literacy Initiative and will use this system to support the CLLO evaluation component.

Wherever possible, we will seek to take advantage of cost savings through coordination with existing resources and facilities. For example, we will work with our local Education

Service Center and the Children's Learning Institute (at the University of Houston) for professional development and technical assistance. [REDACTED] will provide funds for the salary for a literacy intervention teacher for students whose parents participate in the [REDACTED] adult literacy program. Also, we will continue to use Title I funds to support literacy intervention and language acquisition for LEP students.

The CLLO will coordinate kindergarten readiness efforts with our local Head Start program. We will train Head Start early childhood educators to coordinate teaching and learning in their Pre-K classrooms with the CISD Pre-K classrooms, and all early childhood educators will be well-versed in the state standards and expectations for reading readiness for incoming kindergarteners. As a result, all three- and four-year-olds, whether attending the CISD Pre-K or Head Start, will have certain uniform literacy learning experiences.

We will also coordinate the CLLO with the food bank that operates on the CISD campus. This program has improved communication between school and home because it demonstrates how hard the school is working to help families by meeting their most basic needs.

Some of our churches in Chilton provide volunteers to help Spanish-speaking parents learn English. We will coordinate CLLO activities that support ESL learning for Spanish-speaking parents (including the availability of the Rosetta Stone software at the school library in the evenings and instruction provided by the librarian) with the ESL classes offered by these churches.

Part of a Comprehensive Effort to Improve Teaching and Learning

The CLLO includes a complete professional development component, discussed below under *Professional Development*. CISD students benefit from teachers improving their skills as part of an ongoing district-wide effort to improve teaching and learning. CISD teachers and

administrators strive to fully prepare all students to meet rigorous academic standards. CISD implements many teaching practices in the Pre-K to support kindergarten readiness. School readiness and success in the early grades provides the foundation for later academic achievement. Professional development for early childhood educators, both at Head Start and in CISD Pre-K classrooms (as mentioned above), will contribute to this effort.

CISD teachers at all grade levels focus intensely on what students need to know to pass rigorous state tests (in alignment with NCLB). The proposed program will add value to this process by contributing to improved instruction in language arts and by strengthening students' literacy skills. Some of this will take place through exposure to new technology, such as e-books on iPads and Kindles.

We seek to break the cycle of poverty in Chilton through education; and literacy is fundamental to success in the education system. We pay particular attention to vulnerability in school readiness for our very young children, drop-out prevention at the ninth grade level, and college readiness for high school students.

Performance Feedback for Continuous Improvement

The District Site-Based Committee (DSC) will serve as an advisory committee for the CLLO. The project director and the evaluator will submit quarterly reports to the DSC and the Campus Leadership Team for quality control and continuous program adjustment.

Quality of the Project Services

Book Distribution

Each of the 560 students enrolled in CISD will receive a book to take home six times each year. The librarian will make the final selection of books purchased for the book distributions. She will base her selection on knowledge of the existing inventory, books used in

classrooms by teachers to support the curriculum, reading interests of students (who will have an opportunity to give input), and research about emerging titles for young children, early readers, mid-grade readers, and young adult readers. The book distribution will respond to diverse reading levels and interest area foci (with both fiction and nonfiction) to increase the ability of students to select books that interest them, a critical factor in improving student reading and literacy level. Furthermore, the availability of a wide range of materials provides the opportunity to improve reading by always having materials readily available at the next level to challenge the student's learning.⁶

In the classroom, teachers will organize opportunities for students to “booktalk” so they can share which books they are reading and make recommendations to one another. Students will also have the opportunity to trade their books. We will purchase a library copy of every title given away so that students can check out books that gain in popularity. Because of the large number of Spanish-speaking families in Chilton, we will emphasize bilingual picture books. Furthermore, we will purchase versions for e-readers (Kindles and iPads) of books that are given away (and many more, of course). Students will find themselves surrounded by a print-rich environment, with many books and e-books readily available. Research shows that children and youth in such print-rich environments develop significantly increased literacy skills.⁷

Early Childhood Literacy Activities

We will provide uniform training to both our CISD Pre-K instructors (in the district's state-funded Pre-K) and Head Start early childhood educators in improving literacy skills for children age 3-5 so that they are ready for school when they enter kindergarten. CISD operates a

⁶ Biancarosa, Gina and Snow, Catherine, *Reading Next*, Alliance for Excellent Education, 2004.

⁷ Biancarosa, Gina and Snow, Catherine, *Reading Next*, Alliance for Excellent Education, 2004.

locally funded child development center serving very young children (from birth to age 3) of students and staff. Training for educators working in this center, the district's Pre-K, and the Head Start program will support increased early childhood literacy activities for very young children. The parent involvement component of the CLLO will include Family Literacy Nights and training for parents in how to increase early childhood literacy activities in the home. (See below under *English As a Second Language Learning for Parents* for the description of the I Take Care program, another early childhood literacy activity.)

Many of our parents have limited English skills and as a result they don't read enough to their very young children. To increase reading aloud in these families, we need to provide a selection of developmentally appropriate books in Spanish for young children. We will increase access to these through the book giveaways, extended library hours, and purchase of bilingual picture books for the library. Also, many of our Spanish-speaking parents don't realize that reading aloud to their children in Spanish is just as important, if not more important (for children who speak Spanish as their first language), than reading to them in English. Telling stories, singing, rhyming, playing lap games, and other activities that support early literacy are equally important for developing early literacy skills.⁸ We will educate parents about this and encourage them to engage in more of these activities in the home. Research shows the importance of building language fluency in Spanish first for children who speak Spanish as their first language in order to support literacy skills overall as well as English learning as these children grow up.⁹

⁸ *Common Core State Standards Initiative: Preparing America's Students for College and Career*, 2010.

⁹ *Common Core State Standards Initiative: Preparing America's Students for College and Career*, 2010.

Motivating Students in Grades K-12 to Read, Including a Strong Technology Component

We know our students and how they read, access information, and learn. Today's students grow up in the presence of the Internet and depend on having information easily available to them. A 2011 study¹⁰ found that "58% of middle and high school students want to use their own mobile devices as part of their education." We will meet our students "where they are at" by utilizing the technology that they love so much, and with which they feel comfortable, to open pathways to increased reading and learning. The CLLO will introduce iPad mobile units to the campus and will utilize them heavily for e-reading (also purchasing e-books for students to read on the iPads). This technology will provide each student with the use of an iPad in the classroom at least three times per week, and will bring print materials to our students in a context that considers each student's individual learning style and comprehension level.

Teachers will use the iPad mobile units across the curriculum, in all content areas, to enhance learning and to increase student motivation. Students will use the iPads to conduct research as well as for reading e-books within the context of language arts learning, within the context of learning in other academic content areas, and for recreational reading. Research shows that student learning as well as excitement about learning increases with the use of iPads in the classroom.¹¹ Furthermore, using iPads in the classroom to improve literacy skills development (and learning across the curriculum) is a new/innovative practice that we wish to explore.

Promising research results are already emerging to support the belief that iPads and e-text have a significant positive impact on education outcomes for students.

¹⁰ Project Tomorrow, *Speak Up National Research Project*, 2011.

¹¹ Project Tomorrow, *Speak Up National Research Project*, 2011.

Reading electronic books as a support for vocabulary, story comprehension, and word reading in kindergarten and first grade by Ofra Korat (published in *Computers and Education*, 2010) found many benefits to using e-readers in kindergarten and first grade classrooms. MSD will establish an iPad-assisted e-reading program that will provide additional means and time for reading by reluctant, emerging, and beginning readers in order to increase vocabulary, improve story comprehension, and improve word reading and fluency, while increasing interest and motivation. We will train teachers and librarians in active reading strategies and dialogic reading as well as the use of iPads with literacy-related applications. We will also train students in the use of the iPads and how to access e-books.

Peer-reviewed research, as well as anecdotal research, indicate benefits of instructional usage for these devices. This research demonstrates the efficacy of iPads for active reading as a motivational tool for struggling/reluctant readers at the elementary school level. Our proposed program will combine an accessible technology tool and appropriate reading applications with proven strategies to improve reading skills. In Korat's study of the effects of independently read e-books with specific functions (read-aloud, easily accessible dictionary tool, individual word/phrase repeat, and prompting questions with short story-related activities), students who utilized e-books while receiving the same in-class literacy instruction as those participants in the control group without e-book access had greater gains in vocabulary, word reading, and story comprehension. We look forward to using our local project evaluation to further explore ways in which iPads and e-books support learning.

CISD already uses Renaissance Learning software to improve learning outcomes. The CLLO will allow us to use the iPads in conjunction with the Accelerated Reader (AR)

application, which has been proven to improve literacy learning.¹² We will also use the STAR Enterprise software (in English and Spanish), which allows teachers to access email reports pertaining to the performance of individual students. Students can take STAR Assessment tests on the iPads. We will also use Successful Reader, an effective intervention curriculum tool that can be easily integrated with the iPad. The Successful Reader “novel audio” feature incorporates audiobooks into the system for students struggling with reading/learning disabilities and/or low literacy levels. Successful Reader provides multiple writing opportunities that students complete on their iPads. Reading and writing activities will take place across the curriculum, in all content areas, with Successful Reader. When we introduce the iPads, students will have the ability to engage in additional enrichment activities with research and writing opportunities. Teachers will have students complete assessments measuring comprehension, vocabulary, and literacy skills development resulting from reading e-books on the classroom iPads. These Renaissance Learning tools and applications have been proven effective by a host of research studies; and they result in improved student achievement on state standard tests.¹³ Renaissance Learning software is in alignment with the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects as set forth by the State of Texas as part of the TEKS (Texas Essential Knowledge and Skills) standards for English language proficiency and college and career readiness.¹⁴

¹² Johnson, Roger A., *The Effects of the Accelerated Reader Program on the Reading Comprehension of Pupils in Grades Three, Four, and Five*, 2003.

¹³ Rodriguez, Steve, *The Accelerated Reader Program’s Relationship To Student Achievement On The English-Language Arts California Standards Test*, 2007.

¹⁴ University of Texas and the Texas Education Agency, 2010.

The iPad mobile units will bring the Renaissance Learning tools directly into the classrooms. Currently, teachers access the Internet with students by using one laptop in conjunction with a projection screen. The iPad mobile units will put the internet into the hands of each student. Furthermore, teachers will have, at their fingertips, tools with which to test individual student comprehension in real time using the Renaissance Learning Neos already owned and used by CISD. Neos are small computer units, specifically designed to be used with the Renaissance Learning system, that allow students to respond to questions and to take AR tests (on books they have read) so that the teacher can check instantly for comprehension in order to better tailor teaching to the learning needs of each individual student. We presently have the Neos in the library, but not in the classrooms. The technology that we will add with the implementation of the CLLO program will allow teachers to use the Neos in the classrooms. Teachers will use the iPad mobile units with the Neos to test for mastery of content and to facilitate their ability to go back and explain again when students did not sufficiently understand material covered. The technology enhancements provided by implementation of the CLLO will expand our teachers' ability to improve teaching and learning. Research supports the effectiveness of the NEOs to improve literacy learning outcomes.¹⁵

While encouraging students to pick up a physical book, we will also make e-books readily available. We will reward students who read a certain number of books within certain timeframes (as age-appropriate and developmentally appropriate) with the opportunity to take a Kindle home for the weekend. E-books will be available on these Kindles so students will have

¹⁵ Russell, Michael, Bebell, Damian, Cowan, Jennifer, and Corbelli, Mary , *An AlphaSmart for Each Student*, 2002.

access to a virtual library of reading material. This will increase the print-rich environment we seek to create for our students.

Increasing Library Media Center Hours After School

There is no public library in Chilton, thus the school library media center takes on more importance for obtaining reading material and as a literacy hub. CISD's library provides access to computers and the internet. Currently the library is open from 8AM to 3PM Monday to Thursday. The CLLO will allow us to hire an additional part-time librarian to keep the library open until 8:00 PM Monday to Thursday, which will add 20 hours weekly that students and families can access library reading materials and technology.

The combination of extending library hours and purchasing the iPad mobile units for use in the library during those afterschool hours will give students the opportunity to use the iPad (and the internet) to access e-books (including e-textbooks), to conduct research for school projects as well as personal projects, to complete homework, and to enjoy access to the sort of print-rich environment (with many high-quality reading materials readily available) that supports literacy skills development.¹⁶ This access, through the extended hours and the technology, will particularly impact students who don't have computers at home and/or those who don't have ready access to the internet at home. For those students who do have computers at home, CISD will establish a portal on the district website through which students can access from home certain applications that they use during the school day on the iPads, so that they can continue and complete (from home) work begun in class on the iPads.

Parent Involvement in Children's Education

¹⁶ Biancarosa, Gina and Snow, Catherine, *Reading Next*, Alliance for Excellent Education, 2004.

We will partner with parents by inviting them to workshops on how to improve their children's literacy with activities at home while reinforcing the importance of exposing children to a print-rich environment and language learning activities early . Book giveaways, extended library hours, and access to a wide variety of e-books will increase the tools at parents' disposal to create this environment. Family nights at the schools will offer opportunities for teaching staff to engage parents in helping their children succeed in school and taking an active role in their children's education.

English As a Second Language Learning for Parents

To remain responsive to the specific needs of our community, we will offer adult classes in English as a second language (ESL). With 47% of the families in the community we serve speaking Spanish as their first or only language,¹⁷ we must address the language barrier to make an impact on literacy. We will purchase Rosetta Stone software and will use it to offer ESL classes to parents in the evening. We will form the I Take Care (ITC) Club, which will meet after school once a week. At the ITC Club, children in grades 1-3 who have parents who speak limited or no English will read aloud to their parents from bilingual books and “teach” their parents English words.

Equal Access and Responsiveness to Need

The CLLO will provide equal access to all students, regardless of race, color, national origin, gender, age, or disability, just as all CISD programs are designed to provide equal access. Our student population is 55% Latino, 27% Anglo/Euro, and 16% African American.¹⁸ Because of the high percentage of Spanish-speaking students and families in our community, we have

¹⁷ CISD School Report Cards, 2012.

¹⁸ CISD 2011 Needs Assessment.

designed the CLLO to be sensitive to their particular needs and to include many components that support ESL learning for both students and parents. CISD utilizes interpreters and translators so that all print materials for parents appear in both English and Spanish and all school events, meetings, clubs, and other activities that include parents are staffed with an interpreter. The program will serve many underrepresented groups, including African Americans, Latinos, undocumented immigrants, individuals living in poverty, and individuals who speak English as their second language. Because many of our students lack time with an English-speaking adult after school, we will provide them more time on task with English language literacy supports both during the school day and after school. Furthermore, parents will have access to the school library until 8:00PM four days per week, increasing resources for them to improve literacy for themselves as well as their children.

Professional Development

Professional development for educators is an important piece of the CLLO program. We will provide training in the following areas.

- Training for both CISD and Head Start early childhood educators in the Texas Education Agency guidelines and expectations for kindergarten readiness and how to prepare children to meet the state standards (to align Head Start Pre-K classrooms with CISD Pre-K classrooms).
- Training for CISD teachers as well as administrators in how to best use the iPad mobile units in the classroom to improve literacy teaching and learning practices (including using them as e-readers). Training will include how to use the 1:1 Student iPad program, with a walk-through guide of the applications available and how to teach with them across the content areas to strengthen literacy skills.

- Training in the use of the new Renaissance Learning software for classroom teachers in grades K-12.
- Training in CLLO evaluation needs so that data is gathered with fidelity.

The librarian will receive onsite training in using the Rosetta Stone software from a qualified professional trainer. Once trained, the librarian will have the ability to conduct the ESL learning piece for Spanish-speaking parents using Rosetta Stone.

As part of the state literacy grant , CISD teachers will attend the annual Texas State Literacy Institute and receive ongoing training from specialists in evidence-based strategies that improve language and literacy learning in all grades. Additionally, our teachers participate in Project Share, an online community offering professional development in many areas, including language arts.

Adequacy of Resources

Program costs include salaries for adequate staff, books for distribution, technology (iPad mobile units and Kindles), e-books, Rosetta Stone and Renaissance Learning software, training for teachers and parents, and evaluation costs. All expenditures directly correspond to the implementation plan for the program. Refer to the *Budget Justification Narrative* for a detailed breakdown of costs and further details about budgeting and adequacy of resources. We developed the budget to adequately support the program as designed. The CLLO will serve all 560 currently enrolled students (Pre-K through grade 12) and their families, all infants and toddlers (age 0-2) in the CISD child care program (67 currently enrolled), plus approximately 30 Head Start preschoolers age 3-5. Thus, we anticipate that we will serve approximately 657 children/youth each year of the program, which is almost all children/youth living in our small

community. We also anticipate serving approximately 250 parents per year. The CLLO program is designed to serve all of these recipients with high quality services in a cost-effective manner.

Quality of the Management Plan

Elementary Principal Gladys Graves will oversee the CLLO, with support from the CISD fiscal department. Ms. Graves will dedicate 15% of her time to the CLLO. The CLLO will employ one fulltime project director to manage day-to day implementation. Because CISD is such a small district, this management position will be adequate to implement the program. The CLLO will also employ one librarian (a qualified library media specialist) at 50% time to staff the library media center (which includes a computer lab) during the extended hours after school Monday through Thursday. The CLLO will hire a clerk at 50% time. Refer to Ms. Graves's attached resume as well as the attached job descriptions for details about adequacy of staff qualifications to meet the requirements of the program. The Campus Leadership Team and the advisory committee (as discussed below under *Performance Feedback for Program Adjustment*) will play key roles in monitoring the progress of the program and providing direction. CISD has an established collaborative relationship with the local Head Start program since children regularly transition from Head Start into CISD kindergartens.

CISD will contract with Maberry Consulting and Evaluation, LLC (Maberry Consulting) to evaluate the program as described under *Quality of the Evaluation*. CISD has a pool of available and qualified consultants who provide interpretation/translation services so that the district has the capacity to provide all written materials to families in both Spanish and English and has the capacity to provide an interpreter at all meetings and school functions attended by parents. CISD thus operates effectively as a bilingual district and maintains an inclusive environment.

Timeline

Timeframe	Tasks and Milestones	Responsibility
Month 1	Hire part-time after school librarian. Hire project director. TPRI (Texas Primary Reading Inventory) Testing is administered (TPRI includes beginning, middle, and end of year assessments).	Gladys Graves
Month 2	Purchase books and e-books and all resources needed to implement program (including technology – both software and hardware). Professional Development. Parents recruited for ESL classes and parent involvement piece. Baseline assessments conducted on children birth to grade 2.	Project director & Librarian
Month 3	Implementation of program 100%. First book distribution and Family Night.	Project director
Month 4	Track data with reports generated for library attendance and parent activities attendance; ongoing results tracked; benchmark assessments for student participants and parent involvement.	Project director
2 nd Quarter	Ongoing data submission and tracking. STAAR Testing begins. TPRI (Texas Primary Reading Inventory) Testing is administered (TPRI includes beginning, middle, and end of year assessments).	Project director
3 rd Quarter	Ongoing data submission and tracking. Assessments conducted on children birth to grade 2. STAAR Testing	Project director

Timeframe	Tasks and Milestones	Responsibility
	concludes and Texas CIRCLE (Center for Improving the Readiness of Children for Learning and Education) and TPRI (Texas Primary Reading Inventory) Testing is administered (TPRI includes beginning, middle, and end of year assessments).	
4 th Quarter	Ongoing data submission and final reports for first annual report submission.	Project dir. & Gladys Graves
Year 2 – 1-6 months	Revise the CLLO based on evaluation findings; continue all activities and all data collection.	Project director
Year 2 – 7-12 months	Continue all activities and all data collection; surveys, focus groups, questionnaires completed for qualitative evaluation; submit final annual report for year two.	Project dir. & Gladys Graves

Mechanisms for ensuring high-quality products and services from the CLLO appear below under *Performance Feedback for Program Adjustment*.

Quality of the Project Evaluation

Evaluation Methodology

As noted, CISD will contract with Maberry Consulting to monitor and evaluate the CLLO. The evaluation will include both quantifiable outcome measures and qualitative measures. The specific quantitative measurable outcomes appear above (goals, objectives, outcomes) and under *Quality of the Project Design*.

CISD will work closely with Maberry Consulting to utilize simple surveys, one-on-one interviews, and focus groups to gather information on key qualitative measures that will inform

the evaluation. The qualitative evaluation will explore student, parent, and teacher experiences of training and literacy activities, efficacy of professional development, changes in families that occur as a result of engaging in family literacy activities, parent and teacher observations of student behavior, changing attitudes, student perceptions about reading and other noteworthy process outcomes of the program implementation. The qualitative evaluation will explore questions related to the efficacy of utilizing iPads in the classroom, particularly the e-reader functionality. Thus we will study changing levels of student engagement and motivation (e.g., increased excitement about reading) through this promising strategy.

The project director will conduct focus groups with high school students to determine ways the CLLO impacted them, including parenting teens who have an influence on the literacy development of their own very young children. Students and parents will have ample opportunity to give feedback to improve the responsiveness of the program to their needs.

We will track the number of professional development activities included in the project, who participated in each, and how the participants rate the quality of the training received. We will measure knowledge gained using pre- and post-questionnaires. We will conduct follow-up at the monthly grade level meetings where we will ask teachers to share ways in which they utilized the knowledge gained from professional development in the classroom. We will explore teacher observations regarding the efficacy and benefits or deficits of utilizing iPads and e-books in the classroom. We will report these output measures to Maberry Consulting so the evaluation team can include them in the evaluation reports and assessments of program progress.

The Maberry Consulting evaluation team will include doctorate and master's level educators with experience in collegiate teaching, project evaluation, and research at the university level. The evaluation team will develop surveys as needed; provide project feedback

to assure quality; prepare and disseminate findings and reports to staff, administrators, and other stakeholders; and prepare all reports and documentation for federal authorities. Maberry Consulting will work with the Campus Leadership Team for CISD and with the CLLO project director to gather and report both qualitative and quantitative data. The evaluation plan is both formative and summative, providing ongoing feedback for continuous program improvement (formative), and an assessment of the project's effectiveness in meeting the stated goals and objectives (summative).

We have attached the resume for Dr. Susanne Ashby, who will serve as principal investigator for the CLLO. Prior to joining Maberry Consulting as a lead evaluator, Dr. Ashby served for four years as the research project specialist for the College of Education and Human Services at Southern Illinois University. In this position, she co-developed research designs in social work, K-12, and postsecondary education, rehabilitation, counseling, and workforce development. She has managed federal, state and foundation grant-funded projects and has performed research in both formal and informal education settings. She has delivered teacher professional development. She has designed and implemented both experimental and quasi-experimental designs using both quantitative and qualitative tools. Dr. Ashby currently leads evaluation projects for many federal and state education initiatives, including a host of projects funded by the U.S. Department of Education.

Performance Feedback for Program Adjustment

The District Site-Based Committee (DSC), which meets monthly, will serve as the advisory committee to this program. The DSC will provide the mechanism for ongoing performance feedback, assessment, and program improvement. The DSC already includes representation from almost all key stakeholders, including program participants (parents and

students). Currently Head Start does not send a representative to DSC meetings. We will invite Head Start to send a representative so that all stakeholders are represented. CISD Elementary Principal Gladys Graves convenes DSC meetings. Additionally, the Campus Leadership Team meets monthly and includes administrators from the Pre-K, elementary, middle, and high school that share the campus. Grade level staff meetings also occur monthly. Administrators and teachers will discuss CLLO implementation at all of these meetings to ensure the quality of CLLO products and services. The project director will submit monthly written reports to Ms. Graves and quarterly written reports to the DSC. Ms. Graves will ensure that the evaluation team at Maberry Consulting receives the project director's monthly reports as well as the data necessary to produce accurate and timely quarterly and annual written reports for the DSC and the Campus Leadership Team. The Campus Leadership Team and the DSC will review the evaluation reports provided by the evaluator and will make recommendations to Ms. Graves for program improvement if deemed necessary.

If the CLLO fails to meet expected goals, objectives, and intended outcomes, as determined by the quarterly assessments of progress, then Ms. Graves will work with the project director to develop an action plan for program improvement and will submit this to the DSC and the Campus Leadership Team for approval and comment. In this way, the advisory committee will monitor progress of the project; we will utilize evaluation efforts to enable more data-driven decision-making; and we will have the ability to make timely adjustments to the program to maintain quality and to improve service delivery to children, youth, and families.