Despite its ecological and historical significance, Beaufort is currently among the state's poorest counties. The North Carolina Department of Commerce ranked Beaufort a Tier One County for 2012, among the 40 most economically distressed in the state. According to the 2010 Census Data used to determine eligibility for this competition, 29% of the students enrolled in the district's schools are from families that live below the poverty line (SAIPE, Census 2010).

There are 14 public schools in the district, including three high schools, two middle schools, one alternative 6-12 learning center, and seven elementary schools of varying grade ranges. Six of the district's schools are clustered in the city of Washington and serve slightly more than half of the county's students. The remaining eight schools are widely scattered throughout the rural, 828 square mile county. All schools, with the exception of the alternative learning center and early college high school, maintain school library media centers staffed by certified library media coordinators. The alternative school hosts a small, self-service collection and the early college high school is located on the campus of a community college with a full-service library. The three highest poverty schools have participated in Reading is Fundamental (RIF) since 2009. The district's School Library Media Centers provide many students with the majority of books they read, as there is no public transportation system and students may live 15 or more miles from one of the county's five public libraries. The rural Bookmobile that had served the county for 70 years was discontinued in 2010 due to funding shortfalls.

In 2011-12, the student population was 50% White, 33% Black, 13% Hispanic/Latino and 4% Other. In 2011-12, 70.31% of the students enrolled in the county's public schools were qualified to receive free or reduced cost school meals (BCS Child Nutrition). In 2012, the district's Four-Year Cohort Graduation Rate was 71.9%, below the state average of 80.2%. A total of 112 students dropped out of the county's schools in 2010-11 (most recent data available),

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resulting in a dropout rate of 5.02 compared to a statewide rate of 3.43 (North Carolina

Department of Public Instruction-NCDPI). Table 1 displays the percentages and numbers of

third grade students who were below Level 3 (Proficient) on the statewide End-of Grade test in

Reading in 2011-12 at each of the district's five schools serving grade three.

Table 1: NC End-of-Grade Reading Test Results by School, 2011-12 (NCDPI)

School	# Valid Scores	#Below Proficiency	% Below Proficiency
Bath Elementary	65	17	26.2
Chocowinity Primary	82	12	14.6
JC Tayloe Elementary	266	84	31.6
Northeast Elementary	56	24	42.9
Snowden Elementary	29	11	37.9
TOTAL	498	148	29.7

Table 2 captures the numbers and percentages of students scoring below proficiency in

2011-12, disaggregated by racial/ethnic, gender, and economic subgroups.

Table 2: NC End-of-Grade Reading Test Results by Subgroup, 2011-12 (NCDPI)

Subgroup	# Valid Scores	#Below Proficiency	% Below Proficiency
All students	498	148	29.7
Black	151	64	42.4
Hispanic	75	31	41.3
Two or more races	21	5	23.8

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White	250	48	19.2
Male	252	82	32.5
Female	246	66	26.8
Econ. Disadvantaged	356	136	38.2
Not Econ. Disadvantaged	142	12	8.5

While the percentage of BCS students scoring below proficiency in reading remains unacceptably high, this number has steadily decreased in the past five years as the district has intensified efforts to identify struggling readers in Kindergarten through third grade and provide targeted interventions during this critical period of literacy acquisition. Table 3 displays the number and percentage of third graders below proficiency in reading between 2007 and 2012.

Table 3: NC End-of-Grade Reading Test Results, 2007-2012 (NCDPI)

Year	# Valid Scores	#Below Proficiency	% Below Proficiency
2011-12	498	148	29.7
2010-11	603	208	34.5
2009-10	595	223	37.5
2008-09	601	233	38.8
2007-08	547	253	46.3

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Beaufort County Schools is keenly aware of the strong linkage between reading proficiency and high school completion. According to Donald Hernandez, author of the 2011 study entitled *Double Jeopardy: How Third Grade Reading Skills and Poverty Influence High School Graduation,* students who don't read proficiently by third grade are four times more likely to leave school without a high school diploma than proficient readers. For those who couldn't master basic literacy skills by third grade, the rate is nearly six times greater. Struggling readers represent more than three fifths of those who eventually drop out or fail to graduate on time. Minority students who have spent some or most of their lives in poverty and are not proficient readers in third grade are in "double jeopardy," at the highest risk for dropping out of school (Hernandez, 2011). Table 4 display the numbers and percentages of Economically Disadvantaged third graders reading below proficiency between 2007 and 2012.

Table 4: NC End-of-Grade Reading Test Results, Economically Disadvantaged, 2007-2012

Year	# Valid Scores Disadvantaged	#Below Proficiency Disadvantaged	% Below Proficiency Disadvantaged
2011-12	356	136	38.2
2010-11	416	185	44.5
2009-10	413	191	46.2
2008-09	359	182	50.7
2007-08	319	185	58.0

Table 5 tracks the number and percentage of third graders reading below proficiency who were also economically disadvantaged between 2007 and 2012. It is notable that while the number and percentage of students reading below proficiency has decreased overall and among

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the economically disadvantaged subgroup, the percentage of struggling students who are

economically disadvantaged has increased.

Table 5: Economically Disadvantaged and Below Proficiency, 2007-2012 (NCDPI)

Year	# Total below proficiency	#Below proficiency Disadvantaged	% Below Proficiency and Disadvantaged
2011-12	148	136	91.9
2010-11	208	185	88.9
2009-10	223	191	85.6
2008-09	233	182	78.1
2007-08	253	185	73.1

The current focus on literacy was jump-started in 2006-07 when a teacher of exceptional

children (EC) was awarded a ████████ North Carolina State Improvement Project (NC SIP) Grant

to support training in the Reading Foundations (RF) method and the purchase of classroom

materials to promote literacy acquisition among EC students. Reading Foundations is a research-

based method designed to introduce teachers to the knowledge, skills & procedures needed to

provide effective instruction for students with persistent reading difficulties. The following year,

a combination of Title 1 and EC funds were used to send additional personnel to Reading

Foundations training. In 2008-09, the original awardee became a certified RF trainer and was

released from 50% of teaching duties to serve as a RF trainer for the district.   The RF Trainer

was transferred to a full-time curriculum support position in 2009-10 and remained in that role

for the past three years. To date, approximately 250 EC teachers, regular education teachers,

reading teachers, central office administrators, and school administrators have been trained in the

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Reading Foundations method, which district leaders believe has contributed to steady increases in literacy achievement among all students, including those with disabilities.

Table 6: NC End-of-Grade Reading Test Results, Students with Disabilities, 2007-2012

Year	# Total valid scores Disabled	# Below proficiency Disabled	% Below Proficiency Disabled
2011-12	65	40	61.5
2010-11	84	54	64.3
2009-10	76	48	63.2
2008-09	58	45	77.6
2007-08	73	54	74.0

In 2010-11, school district funds were used to purchase a subscription to the DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills) program and BCS funds were allocated to hire a full-time Instructional Specialist to utilize this product to measure and track reading skills of Kindergarten students. In 2011-12, Title I funds were earmarked to expand the DIBELS project through the employment of a second Instructional Specialist, enabling periodic, diagnostic assessment of all students in grades K-1. This same school year, the BCS Title I plan included a 12-month, ███████ contract with the Hill Center in Durham, NC to train a total of 89 K-5 teachers at four schools to implement research-based literacy strategies developed by the Hill Center. While BCS contributed ██████ to this initiative, district funds were supplemented by a ██████ grant to the Hill Center from the Mebane Foundation.

In July 2012, the North Carolina General Assembly ratified the "North Carolina Read to Achieve Program" which includes statewide funding for the purchase of the 3-D DIBELS Next

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diagnostic tool for grades K-3, an improved, browser-based version of the DIBELS Next

product. By the opening day of school on August 27, all K-3 teachers in the district will have

been trained in the use of 3-D DIBELS Next software. Every teacher will be assigned a touch

screen tablet computer on which the 3-D application has been installed and will be provided with

the instructional kits that support the 3-D software. The Read to Learn (R2L) initiative leverages

all of the resources currently available and builds upon existing initiatives, with a goal of

reducing by 50% the percentage of third grade students below proficiency in reading by

September 2014.

(b) Quality of the Project Design

Read to Learn (R2L) responds to the Absolute Priority for this competition, providing

childhood literacy activities and book distribution to approximately 2,600 students in grades

PreK-3 attending six elementary schools in Beaufort County. The project additionally meets

Competitive Preference Priorities 2, integrating the use of digital tools to assess student literacy

and provide targeted interventions; Competitive Preference Priority 3, targeting students in

grades PreK-3; and Competitive Preference Priority 4, as BCS is a rural LEA as defined in the

notice inviting applications.

Longitudinal data suggest that Beaufort County Schools has made significant progress in

the past five years, reducing the percentage of third graders who read below proficiency by

35.8% overall and within every subgroup as illustrated in Table 7.

Table 7: Percent below proficiency by subgroup, 2007 and 2012 (NCDPI)

Subgroup	% Below Proficiency 2007	% Below Proficiency 2012	% Change

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All students	46.3	29.7	-35.8
Black	62.9	42.4	-32.6
Hispanic	65.6	41.3	-37.0
Multiracial/2 or more races	45.0	23.8	-47.1
White	30.2	19.2	-36.4
Male	47.7	32.5	-31.9
Female	44.7	26.8	-40.0
Students with Disabilities	74.0	61.5	-16.9
Econ. Disadvantaged	58.0	38.2	-34.1
Not Econ. Disadvantaged	29.8	8.5	-71.5

While the gaps between most subgroups have narrowed, the reverse is true for gender and

economic subgroups. Most striking are the differing magnitudes of change in Economically

Disadvantaged and Not Disadvantaged subgroups in the past five years. As indicated earlier, an

increasing percentage of the district's struggling readers live in poverty. The design of this

project incorporates research-based strategies linked to literacy gains among economically

disadvantaged and intervention-resistant students including those with disabilities. Grant funds

will be used to implement Hill Center strategies in all schools serving K-3 students; increase the

number of K-3 students reached by Hill Center programs; extend the number of hours and days

struggling K-3 readers receive literacy instruction; supplement the quality and quantity of

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technology-based reading interventions available to K-3 students; and extend the Reading is

Fundamental Books for Ownership program to all PK-3 students attending the district's schools.

The table below outlines the goals, objectives, and SMART Outcomes to be achieved by the R2L

project during the 24-month grant cycle.

1. Provide Hill Center resources at all BCS schools serving K-3 students.		
Objective	SMART Outcome	Activities
1.1. Train K-3 staff at additional 3 schools in Hill Center strategies	1.1.1. By January 2014, 12 teachers (4 x 3 schools) will complete HillRAP training.	Schedule training sessions, conduct training
	1.1.2. By January 2014, 3 Kindergarten teachers at 3 schools will complete HillHELP training.	Schedule training sessions, conduct training
	1.1.3. By January 2014, 34 K-3 General Education teachers at 3 schools will complete Hill Center Reading Strategies training.	Schedule training sessions, conduct training
1.2 Provide Hill Center programming at 3 additional schools	1.2.1 By spring semester 2013, HillRAP and HillHELP will be implemented at 3 additional schools.	Revise schedules to permit implementation of HillRAP and HillHELP
2. Use 3-D DIBELS Next data to provide targeted interventions to struggling K-3 readers.		
2.1. Collect regular, periodic literacy data on	2.1.1. By October,of each school year the Beginning of Year (BOY)	Review data; provide targeted interventions for

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all K-3 students	DIBELS assessment will be completed for all K-3 students.	students reading below proficiency
	2.1.2. By February of each school year, the Middle of Year (MOY) DIBELS assessment will be completed for all K-3 students.	Review data; provide targeted interventions for students reading below proficiency
	2.1.2. By May of each school year, the End of Year (EOY) DIBELS assessment will be completed for all K-3 students.	Review data; provide targeted interventions for students reading below proficiency
3. Provide expanded learning time for K-3 students reading below proficiency.		
3.1. Implement afterschool literacy enrichment program	3.1.1. By the beginning of spring semester 2013 and 2014, implement an afterschool literacy enrichment program for students scoring below proficiency on the MOY DIBELS assessment.	Recruit/hire afterschool staff; recruit/enroll students; contract transportation; prepare schedule
3.2. Implement summer literacy enrichment program/Reading Camp	3.1.2. During 2013 and 2014, implement a summer literacy enrichment program/Reading Camp for students scoring below proficiency on the EOY DIBELS assessment.	Recruit/hire afterschool staff; recruit/enroll students; contract transportation; prepare schedule

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4. Expand technology-based interventions available to all K-3 students.		
4.1 Obtain subscriptions to online literacy intervention programs	4.1.1. By January 2013, FastForWord will be available to all K-3 BCS students	Purchase licenses; train teachers in use of program
	4.1.2. By June 2013, Learning Oasis will be available to all K-3 BCS students	Purchase licenses; train teachers in use of program
5. Extend BCS Reading is Fundamental program to 4 additional schools serving PreK-3 students.		
5.1. Conduct RIF distributions throughout the school year and during summer programming	5.1.1. By January 2013, a new RIF contract will be executed to include 4 additional sites and summer book distributions	Draft revised RIF contract; execute contract; purchase books; schedule distributions

(c) <u>Quality of the Project Services</u>

In recognition of the need for all K-3 students to acquire sound literacy skills, North Carolina General Statute was amended in July 2012 to include the goal that "every student read at or above grade level by the end of third grade and continue to progress in reading proficiency so that he or she can read, comprehend, integrate, and apply complex texts needed for secondary education and career success." Beginning in August 2012, the literacy skills of every K-3 student in Beaufort County will be assessed in the beginning, middle, and end of the school year using the 3-D Reading DIBELS Next program, funded by the North Carolina General Assembly. The comprehensive design of Read to Learn (R2L) integrates the diagnostic and prescriptive

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results of the DIBELS beginning (BOY), middle (MOY), and end of year (EOY) assessments to identify struggling students throughout the year and help teachers deliver appropriate interventions in a timely manner.

Within the first nine-week grading period of the school year, teachers will administer the DIBELS assessment to all K-3 students and provide targeted interventions based on assessment results. In 2012-13, students at the lowest level of proficiency attending four of the district's lowest performing schools will receive 45 minutes per day of intensive remediation from teachers trained in the Hill Reading Achievement Program (HillRAP) for the remainder of the school year. The HillRAP curriculum is based on the multisensory structured language approach to reading and is designed for implementation on a 4:1 student-teacher ratio. Each level of the HillRAP program includes carefully selected materials for providing individualized instruction and involves students in phonological awareness activities, phonics instruction, fluency practice, and reading comprehension. Independent research studies by the Watson School of Education at UNC-Wilmington (Walser, 2012), RTI International (Downing, 2009), and Duke University for Child and Family Policy all concluded that students participating in the HillRAP program made significant gains in reading achievement that were attributable to the program.

Grant funds will be used to expand the HillRAP program to the remaining three schools serving K-3students to avail all struggling readers in the district an opportunity to benefit from this effective method. Four teachers from each site will be trained as HillRAP tutors by Hill Center staff during a 12-month period. In addition, the Hill Center will provide professional development in literacy strategies to a total of 34 K -3 teachers K-3 at these schools (draft contract attached).

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Another reading program being implemented at the district's low performing "Focus School" is Fast ForWord, an Internet-based intervention that has met the national What Works Clearinghouse (WWC) evidence standards for inclusion in its database. Fast ForWord incorporates "brain fitness exercises" to improve reading skills. The corporate website (http://www.scilearn.com) provides links to hundreds of articles that support or review this product. Grant funds will be used to purchase 200 FastForWord licenses for use at the six schools serving students in grades K-3. Teachers will place students in a FastForWord intervention cycle based on DIBELS BOY and MOY scores.

A 2008 research report by the International Reading Association concluded that "poor children start kindergarten with lower entry level reading skills and take longer to acquire higher-level reading skills as they move through elementary school" (Douglas and Monteil, 2008). As Hernandez noted, "Children whose families live in poverty…miss school frequently because of health or family concerns. They slip behind in summer with little access to stimulating educational programs or even regular meals" (Hernandez, 2011).

Students who test below proficiency on the Middle of Year (MOY) DIBELS assessment will be offered the opportunity to attend afterschool literacy enrichment sessions two days per week for the remainder of the school year. Afterschool programming will include a 45-minute session of HillRAP plus 45 minutes of interaction with the FastForWord program. Salaries of afterschool teachers will be paid with grant funds, as well as bus transportation for students requiring a ride home.

Grant-funded summer programming will also be provided to students who test below proficiency on the end of year (EOY) DIBELS assessment. Although the North Carolina Read to Achieve Program does not require summer Reading Camps until 2014, Beaufort County

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Schools will offer a voluntary 4-week summer literacy enrichment program in 2013 to rising third graders who are reading below proficiency on the second grade EOY DIBELS assessment. The aim of this effort will be to diminish the number of students who begin third grade below proficiency and may ultimately be recommended for grade retention at the end of grade three. Summer programming will include HillRAP, ▮▮▮▮▮▮ and ▮▮▮▮▮▮, a computer-based learning tool that provides learners with differentiated reading, writing, and vocabulary activities based on the Lexile framework.

Heyns has reported that summer reading is the single summer activity that is most strongly and consistently related to summer learning and the best predictor of summer reading is whether books are in the home (Heyns, 1978). In a recent study of 70,000 15-year olds in 27 countries, Evans, Kelly, Sikora and Treiman (2012) found that young people with books in their homes remained in school three years longer than children in bookless homes. This group of researchers concluded that the impact of access to books on school success was as strong or stronger than economic factors. Schubert and Becker (2010) studied 2,810 children in Germany with similar backgrounds and discovered that the number of books in the home was a strong predictor of reading achievement when other aspects of the home environment were controlled. Reflective of these data, Harvard professor James Kim has created the READS model (Reading Enhances Achievement During Summer), which provides free books to low-income students to read during summer vacation and promotes summer reading among teachers and parents. The U.S. Department of Education awarded Dr. Kim a $15.5 million grant in 2010 to implement this model in Durham, North Carolina and evaluate its impact.

To assure that BCS students have books in their homes, grant funds will be used to expand the district's Reading is Fundamental program to all PreK-3 schools in the district. The

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current RIF initiative, which began in 2009, serves the three highest poverty schools in Beaufort

County and has been subsidized through federal and private RIF grants. While all PreK-3

students will select three free books during the school year, participants in summer literacy

activities will select one free book per week. A meeting with parents/guardians will be

conducted prior to the beginning of summer programming, at which reading engagement

strategies will be shared and modeled.

(d) Adequacy of Resources

Ensuring literacy acquisition by the end of third grade is cost effective in both short and

long terms, preventing grade retention and increasing the likelihood that students will graduate

from high school and lead productive lives. Educating a student in Beaufort County for one

additional year would have cost $9,209 in 2010-11 (http://www.ncreportcard.com/src/). Over the

course of his or her lifetime, a single high school dropout costs the nation approximately

$260,000 in lost earnings, taxes, and productivity (Amos, 2008). Sixty percent (60%) of

America's prison inmates are illiterate and 85% of all juvenile offenders have reading problems

(US Department of Education, 2009). In 2010, the annual cost to incarcerate an adult inmate in

North Carolina was $29,965 (Henrichson, 2012). The American Correctional Association

estimates that, on average, it costs states $240.99 per day -- around $88,000 a year -- for every

youth in a juvenile facility (American Correctional Association, 2008).

The table below outlines the estimated annual cost per student of the various services that

will be provided by during the 24-month grant cycle. All students will receive some combination

of these services, at a maximum cost of ▮▮▮▮ for students receiving all services. After the grant

cycle ends, teachers will continue to use Hill Center strategies without further cost and Fast

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ForWord licenses that initially cost ███ each can be maintained for an ███ annual fee. RIF

books and teacher/tutor salaries will be recurrent expenditures.

Description	Cost	Students served	Cost Per Student per year
Fast ForWord	████ year license	1 per license	██
Learning Oasis	███ 1-year license	1 per license	█
Hill Center strategies	████	4,800/2 yrs	██
RIF books-school year	███ year	2,400	█
RIF books-summer	████	100	█
Afterschool tutoring	████	200	██
Summer camp	████	100	██

(e) Quality of the Management Plan

Beaufort County Schools is the applicant and fiscal agent responsible for execution and

oversight of this project. The BCS Finance Department ensures, supports, and monitors the

financial resources of the school system and individual schools, assuring that Generally

Accepted Accounting Procedures (GAAPS) are followed as required by state and federal law.

The district prepares a comprehensive annual financial report that encompasses all the funds and

account groups of the school system. The audit is performed as soon as possible after the close

of each fiscal year by a certified public accountant or by an accountant certified by the Local

Government Commission as qualified to audit local government accounts.

BCS is an experienced manager of competitive federal grants, having received four

awards from the U.S. Department of Education since 2003. The strength of the management plan

lies in utilizing existing organizational structures and personnel to achieve project objectives.

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The district's Internal Auditor is a registered user of the G-5 system and will be responsible for financial transactions related to the project. The Director of Grants and Development will provide general project oversight; serve as liaison between the Project Director and the BCS Finance Department; and assist with the Reading is Fundamental expansion in her role as BCS RIF Coordinator (resume attached).

Glenda Moore, K-5 Curriculum Coordinator, will serve as Project Director (resume attached). Ms. Moore is a key member of the District Literacy Team, which consists of the Superintendent; the Director of Federal Programs; three countywide instructional specialists; the Director of Exceptional Children; 2 principal representatives; and the 6-12 Curriculum Coordinator. The District Literacy Team will serve as the Advisory Board for this project. Ms. Moore is currently overseeing the training and deployment of the 3-D DIBELS Next assessment initiative, which is a critical component of the R2L project. Ms. Moore will derive 50% of her salary from this grant and will dedicate an average of 20 hours per week to grant management.

After each periodic DIBELS assessment, teachers will have immediate access to student data so they can appropriately group students, target interventions, and progress monitor. The District Literacy Team will analyze DIBELS data, draft recommendations, and present the information to principals at a Leadership Data Meeting. Principals will then meet with their School Data Teams to discuss district, school, and classroom-level data. The table below presents a timeline of project activities throughout the 24-month grant cycle.

Time Frame	Task	Person Responsible	Milestone

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October 2012	Execute grant contract; Publicize award	Project Director; Superintendent; Public Information Officer	Contract executed; local newspapers and media outlets publicize grant award
October 2012	Identify/recruit teachers who will receive Hill Center training	Project Director	Teachers identified; registration information sent to Hill Center
January 2013-January 2014	Schedule Hill Center training; deliver training	Project Director; Hill Center staff	Teachers trained
November 2012	Purchase FastForWord; train teachers in use of program	Project Director; Scientific Learning trainers	Licenses purchased; teachers trained
December 2012	Revise annual RIF contract to include additional sites	Project Director; Director of Grants and Development (RIF Coordinator)	RIF contract revised; revised contract executed
January 2013	Order RIF books for distribution; schedule distributions	Project Director; Director of Grants and Development (RIF Coordinator)	Books ordered; books received; distributions scheduled

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January 2013	Administer DIBELS MOY assessment; review results; implement interventions	Project Director; School and district data teams	MOY assessment administered and results reviewed; interventions implemented including afterschool tutoring
May 2013	Administer DIBELS EOY assessment; review results; recommend students for summer program	Project Director; School and district data teams	EOY assessment administered and results reviewed; students recommended for summer program
June 2013	Purchase Learning Oasis subscription; purchase materials for summer program	Project Director	Subscription purchased; summer materials purchased
July 2013	Conduct 4-week summer program	Project Director;	Summer program conducted
September 2013	Complete APR; submit to USED	Project Director; Evaluator	APR submitted to USED
October 2013	Administer DIBELS BOY assessment; review results; implement interventions	Project Director; School and district data teams	BOY assessment administered and results reviewed

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December 2013	Revise annual RIF contract to include additional sites	Project Director; Director of Grants and Development (RIF Coordinator)	RIF contract revised; revised contract executed
January 2013	Administer DIBELS MOY assessment; review results; implement interventions	Project Director; School and district data teams	MOY assessment administered and results reviewed
May 2013	Administer DIBELS EOY assessment; review results; recommend students for summer program	Project Director; School and district data teams	EOY assessment administered and results reviewed
July 2014	Conduct 6-week summer program	Project Director;	Summer program conducted
September 2014	Complete Final Report; submit to USED	Project Director; evaluator	Final Report submitted to USED

(f) <u>Quality of the Project Evaluation</u>

BCS will contract with EDSTAR, Inc. for an independent evaluation of this project. With its

corporate office located in Raleigh, NC, EDSTAR is a women-owned, for-profit business with

more than 19 years experience in education research and program evaluation. The evaluation will

be conducted by Dr. Janet Johnson of EDSTAR, Inc. Dr. Johnson brings a wealth of experience

to Read to Learn, most recently as lead evaluator for Math Science Partnership, NC Dropout

Prevention Grants, and Supplemental Educational Services programs. EDSTAR has established a

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strong record regionally and nationally by conducting evaluations of large (multi-million dollar) and small grant-funded research and educational programs, delivering evaluation products in which all components are of high quality.

The quality of EDSTAR's work is grounded in a business model with features that include: a) close collaboration with their clients; b) user-friendly and economically efficient data collection tools; c) methodologically rigorous research and program evaluation; d) high quality end products that provide meaningful information to their clients; and e) secure protection of client confidentiality requirements. EDSTAR emphasizes being a resource to their clients by conducting program evaluations that will also help clients improve their program operations. While conducting the independent evaluation, EDSTAR will also provide recommendations to implement continuous improvement and achieve project objectives.

EDSTAR will conduct process (aka formative), outcome (aka summative) and impact evaluations of the project and will support production of the Annual Performance Report submitted to the US Department of Education.

EDSTAR's process evaluation will focus on how the program is being implemented. It will describe how the program is operating, the services it delivers and the functions it carries out, documenting the decisions made in carrying out the program. Much like monitoring, EDSTAR's process evaluation will address whether the program is being implemented as originally designed and is providing services as intended. The process evaluation will be an ongoing activity, occurring throughout the period of program operations. As such, the process evaluation will be a vehicle for periodically organizing and providing feedback information to key personnel— information that will be useful to introducing refinements and improvements in the program.

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EDSTAR's outcome evaluation will measure the progress being made towards achieving the goals, objectives and SMART outcomes that have been previously identified for this proposal, including the required GPRA measures. The outcome evaluation will be conducted annually and answer the overarching question, "What difference is the program making?" providing a statement about the net effects of the program at annual intervals and quantifying the changes in desired outcomes occurring as a result of the program.

EDSTAR will also produce a summary, impact evaluation at the end of the grant performance period. The impact evaluation will focus on the broad, long-term impact of program activities, as well as assess the secondary and tertiary benefits of the program that are expected to develop over the course of the project such as the extension of program activities across the district and involvement of new community partners. The impact evaluation will serve as an executive summary for school and community leaders, describing features that should be continued and/or changed to make the program more successful.

Our model of an evaluation plan establishes the logic and sequence of evaluation activities that will provide performance feedback to the project leadership at the central office and to the key personnel, Advisory Board, principals, counselors, teachers, parents and community partners involved in implementing the project at the school sites.

Evaluation methods will include collecting both qualitative and quantitative data, and performance measures from staff, students and parents. EDSTAR will conduct observations, interviews, and attend Advisory Board meetings to provide on-going feedback to program staff. Measures for the project outcomes are indicated in the following table.

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Beaufort County Schools　　　*Read to Learn (R2L)*

PROJECT EVALUATION CROSSWALK Evaluation Questions	End-of-Grade Reading Scores	Training rosters	Training Dates and Agendas	Document Resource Use	DIBELS data	Rosters for interventions	Review of interventions	Documentation of Programs
Outcome Evaluation								
The percentage of participating 3rd-grade students who meet or exceed proficiency on North Carolina End-of-Grade Reading will increase by 50%.	X							
Process Evaluation								
Are SMART outcomes regarding teachers who are trained in HillRAP, HillHELP and Hill Center Reading Strategies met?		X	X					
Are SMART Outcomes regarding targeted interventions met?					X	X	X	
Are SMART Outcomes regarding expanded learning time met?		X	X			X		
Are SMART Outcomes regarding technology-based interventions met?				X				
Are SMART Outcomes regarding book distributions met?				X		X		X

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