
A. Significance

i. CLIP Builds Local Capacity to Address the Needs of the Target Population.

The Children's Literacy Intervention Project (CLIP) is a validated¹, early intervention and book distribution program that addresses the early language and reading skills of preschool through third grade children. CLIP is a 12-week, research-based intervention consisting of explicit, corresponding classroom and the *Books and More* book distribution components. Both the in-classroom intervention and *Books and More* follow a detailed sequence of skill development activities that address the oral language and early reading skills needed for students to become successful readers. CLIP consists of a third professional development component that provides intensive, on-going training and in-classroom coaching for teachers.

CLIP is designed to address the specific needs of children with lower levels of early language and literacy skill development. In response to this initiative, CLIP will build capacity by expanding to serve sixteen classrooms (300 preschool through third grade students) who have been identified as at-risk of reading failure because of low oral language and early reading skill development. These students attend three preschools and two elementary schools in the Corning Elementary School District rural attendance area. Ninety percent of the children in the target preschools are designated as low-income (TCDE, 2012). Sixty percent of these children are English learners (ELs) and 10% have disabilities (CDE, 2012). An in-depth study of preschool

¹ Hackett, R., Russell, M. *Impact of an Intensive Intervention Program on Language and Early Reading Skill Development.* Peer-reviewed paper presented of experimental study at the Annual Meeting of the American Educational Research Association on April 9, 2006 in San Francisco, California as part of Session #45.019, Early Literacy Interventions.

students shows that over 80% of them score in the lowest quartile in oral language, letter knowledge, and phonological awareness (University of Virginia, 2011). Low levels of oral language are correlated to lower levels of parent education and corresponding limited parent-child interaction (Neuman, 2007). Research informs us that children entering kindergarten who do not possess the prerequisite skills related to oral language, print awareness, and phonological processing are likely to experience trouble learning to read and are more likely to experience high levels of educational failure (Lyon, 2010). Furthermore, students who experience early difficulties in learning to read usually do not catch-up to their peers in reading (Torgesen, Wagner, Rashotte, Alexander, & Conroy, 2005). There is a positive correlation between early reading difficulties and lower academic performance (Whitehurst & Lonigan, 2002).

Both target elementary schools are officially designated as low performing schools and have been placed in Program Improvement School by the California State Department of Education. Eighty-four percent of the K-3 students in the target schools are designated as low-income and qualify for free/reduced lunch (CDE, 2012). Over fifty percent of the K-3 students are not proficient in reading, and 24% are rated “far below basic” in their reading and language skills (STAR Testing Results, 2011). Fully one-third of the students are designated English Language Learners lacking the basic language skills to be able to access much of the curriculum. Many of these students are children of migrant farm workers.

CLIP has consistently demonstrated that children in the program statistically outperform ($p < .05$) similar non-participating children on oral language and early literacy measures. The research validating CLIP includes two experimental, peer-reviewed studies presented at America Educational Research Association.

CLIP is unique in that it has been shown to be particularly successful with young students who lack important oral language and early reading skills. Children in the 12-week intervention typically show an eight or more growth in standards scores in oral language and eight to twelve month increase in age level early reading skill development. Additionally, parents in the CLIP book distribution program, *Books and More*, increased educational interactions and book reading with their children. CLIP is expanding the use of technology by making available reading devices with pre-loaded children's books for families who live long distances from school libraries.

ii. CLIP Builds Local Capacity to Address the Needs of the Target Population.

There is a clear picture from research that early intervention is preferable to later remediation (Neuman & Dickinson, 2002). There are very few models of scientific, peer reviewed interventions which have demonstrated significant levels of success (Snow, Burns, and Griffin, 1998). There is a tremendous need for research-based interventions like CLIP that provide

preschool through third grade students the necessary skills to become successful readers.

The success of CLIP is the tripartite nature of its design: the in-classroom intervention component is overlaid with a book distribution program that engages families in supporting literacy activities.



The professional development component provides teachers the prerequisite, research-based strategies and in-classroom coaching needed to successfully implement program activities.

The in-classroom component is a scripted 12-week intervention that engages students with a set sequence of activities designed to develop specific language and literacy skills. These skills are introduced and reinforced over a 20 minute period of time that takes place twice a week during the three month intervention period. Intervention sessions take place prior to school, during lunch, or after school so as not to distract from regular classroom instruction. Though there is a set scope and sequence to the intervention, the teacher is given latitude to individualize and take into consideration children's interests and motivations to learn.

Books and More, is a major training and book distribution effort. Each year, *Books and More* will place a minimum of 4,000 new books in each of the two school libraries. Parents of children in CLIP will participate in monthly literacy activities at the school libraries. Parents are given books to read and extended activities and materials tied to the books for use with their children. The activities are of very high quality, engaging, and designed to be replicated at home. The program is done in English and Spanish since approximately half of the parents have Spanish as their first language. The Spanish version, *Libros y Más*, provides all of the materials including literature books with Spanish and English translation neatly presented on the same page. Additionally, the project is expanding access to school libraries by extending their hours until 4 PM each day. Families who live over five miles from the schools and cannot access school libraries after school will be given e-readers with over 200 pre-loaded children's books. Families are asked to log their daily use of books and materials.

B. Quality of Program Services

i. CLIP Goals and Outcome-based Objectives are Specific and Measurable

The following are the project's specific and measurable goals and accompanying objectives:

Component 1: High intensity in-classroom 12-week intervention for PreK - 3rd grade students

Goal 1: CLIP will provide preschool through third grade students at significant risk for not acquiring school readiness skills, with a 12-week high-quality, literacy-rich intervention program designed to foster the language and literacy skills necessary to meet or exceed California's learning standards.

Outcome-based Objective 1.1: Each year, 80% of the preschool through third grade students completing the CLIP 12-week program will demonstrate growth in receptive oral language as evidenced by an increase of six standard scores (pre to post) on the Peabody Picture Vocabulary Test (PPVT-IV).

Outcome-based Objective 1.2: Each year, prekindergarten through third grade students completing the CLIP 12-week program will demonstrate statistically significantly higher ($p < .05$) gains than non-participating students in their own classrooms in early reading skills and abilities as measured by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) sixth edition.

Outcome-based Objective 1.3: Each year, 80% of the second and third grade students completing the CLIP 12-week program will demonstrate grade level reading proficiency as measured by the California Standards Test (CST).

Component 2: *Books and More* Books Distribution Program

Goal 2: CLIP will provide parents with high quality literature, training, and home extension activities to be used with their children.

Outcome-based Objective 2.1: Each year, eighty-five percent of the parents participating in the *Books and More* book distribution program will self-report reading at least four times a week with their child as measured by the CLIP reading logs.

Component 3: Professional development program for teachers

Goal 3: CLIP will provide ongoing professional development for teachers to develop specific competencies that support CLIP intervention activities.

Outcome-based Objective 3.1: Ninety percent of the CLIP teachers will demonstrate at least ten of the twelve instructional skills during in-classroom intervention session as evidenced by videotaped observations over a two-year period.

ii. *CLIP is Extensively Coordinated with all Similar Community, State, and Federal Programs.*

A major product of the planning process thus far has been the integration of resources. CLIP has coordinated with all similar programs serving the area. The following table provides an overview of the organizations and resources coordinating with CLIP (please see attached letters):

Table 1: Collaborating Organizations and Resources are Committing Extensive Resources

Organization	Resources
1. Corning Elementary School District	The district is providing space, books, and materials.
2. Expect More Tehama	EMT provides books for school libraries.
3. TCDE School Readiness Programs	TCDE SR will provide materials for parents.
4. Paskenta Band of Nomlaki Indians	The tribe will provide books and activities related to the Native American history in the area.
5. Federal Migrant Education Program	Migrant education will assist with translation services.
6. Seed Ministries	Seed will donate 100 books to the program.
7. Tehama County Department of Education	TCDE is providing training for teachers in classrooms using the CLIP intervention program.
8. Tehama County Education Foundation	The foundation is providing funds to support the extension of <i>Books and More</i> activities.
9. Northern California Child	NCCDI is providing space and resources for the two

Development, Inc.	Head Start classrooms participating in the project.
10. Tehama READS!	Tehama READS! is providing books for libraries.
11. Tehama County Special Education	Special education will provide additional assessments and services for students as needed.
12. Tehama County State Preschools	State preschools is providing space and resources.

iii. CLIP is Part of a Comprehensive Effort to Improve Teaching and Learning and Supports Rigorous Academic Standards for Students.

CLIP is part of *Expect More Tehama* – a comprehensive school reform effort that is focused on the common goal that all students become proficient readers no later than the end of third grade. CLIP uses community-based school reform strategies which are supported by *Expect More Tehama*. These strategies empower teachers, students, and parents within the target schools to improve student achievement. The premise of the community-based model is that true school reform can only be successful if built on a solid foundation across grade levels through active parent engagement in the learning process. The following are the major components:

- ★ Parent Engagement to Support Student Learning: Parent engagement and active involvement in schools is critical to increasing overall student achievement. CLIP's *Books and More* activities brings parents into the educational process. It provides parents the tools and resources they need to become an active part of their children's education.
- ★ Teachers Working Together: CLIP utilizes common assessments that measure student progress toward meeting the Common Core Standards. Teachers are involved in continuous opportunities for collaboration and assessment.
- ★ Data Driven, Results Oriented: CLIP makes constant use of student achievement results to inform teachers how best to refine and improve student learning on a daily basis. CLIP

comes with an integrated data system that maintains and analyzes student data. Teachers have access to individual and classroom profiles on which to base their decisions on instructional strategies and refinements. Additionally, the system allows teachers to track student mastery of each Common Core Standard.

- ★ Professional Development: CLIP provides teachers with the competencies they need to successfully implement quality educational programs. The project provides over 100 hours of professional development sessions and in-classroom coaching for each teacher.

iv. Performance Feedback and Continuous Improvement are an Integral Part of the Design.

The CLIP Evaluation Team meets monthly to review data with the goal of making program content, delivery, or structural improvements as needed. The team consists of teachers, project staff, school administrators, parents, and evaluators. Data include assessment results, participation rates, evaluation forms completed by students and parents, findings from teacher observations, and anecdotal information gathered by staff. Additionally, the evaluator will provide the Evaluation Team quarterly evaluation reports.

All students in the target classrooms are given baseline oral language and reading assessments from which students in need of the CLIP program are identified and their needs diagnosed. This data is maintained in the CLIP data system along with student and parent attendance in program activities. The data system also tracks student outcomes on the PPVT, PALs, DIBELS, and benchmark assessments. The benchmark assessments are used at short, frequent intervals providing educators the “real-time” information they need to track student mastery of the Common Core Standards.

The continuous improvement process for planning and decision-making is linked back to specific questions, goals, and problems identified through previous improvement processes,

assessment data, or observations by external experts or staff. A key aspect of the continuous process is to have educators regularly interact with student-level data not only to monitor individual student progress but to manipulate it to determine the effectiveness of certain instructional practices. This project provides teachers time to work in instructional teams to examine data related to student performance. The project is using the following three strategies which are based on best practices in continuous development.

1. The project is intentionally cultivating in educators the desire and skill to transform data into knowledge. The CLIP data system provides teachers results on student assessments in the form of individual student records and classroom profiles made available to teachers via computers or electronic tablets. The project is providing professional development sessions where teachers are pressed to use existing and new data to increase their ability to make valid, evidence-based decisions.
2. Educators will learn how to access and use the new integrated data system as well as how to use formative and benchmark assessments to supplement their understanding of student learning. This approach aligns data inquiry to planning and decision-making processes. Planned and targeted data inquiry helps to keep data analysis on track, as well as to ensure that information is fed back into the planning process.
3. The initiative's continuous improvement process is concerned with the purposeful and ethical use of information for improving teaching and learning. Appropriate and ethical use of data necessitates that the project takes necessary precautions and steps to ensure that data are accurate, valid, and reliable and that the analytical process is complete, equitable, and fair. With reliable data, project stakeholders have the basis by which to make evidence-

based, improvement decisions. These decisions lead to improvement plans that are implemented, evaluated, and modified as needed.

C. Quality of Program Services

i. CLIP Strategies Encourage Equal Access and Treatment of Members of ALL Groups.

CLIP will serve all of the eligible students in the Corning Elementary School District regardless of their race, color, gender, age, as well as those with physical and learning disabilities. The project is purposely encouraging parents of each qualified child to participate by making translation and child care available to assist families that need these services.

CLIP has demonstrated to be effective with low-income students of different races, color, gender, age, as well as those with physical and learning disabilities.. The first experimental study demonstrated statistically significant ($p < .05$) oral language and early reading skills results with a population consisting of a 60% Native American and Hispanic students. Fifteen percent of the students were receiving special education services. The second peer-reviewed study used an even more diverse population in Central California with a large number of migrant education students. The second study demonstrated even greater, significant ($p < .01$) results on measures of oral language and reading skills. Both studies did show that parents who lived far from the schools were less likely to participate. To address this barrier, the project will make available e-readers with pre-loaded children's books on a check-out basis.

(ii) Proposed Services are Appropriate to the Needs of the Intended Recipients.

The CLIP intervention program serves those PreK-3 students who score in the lowest quartile in oral language using the PPVT-4 and grade level reading skills on the DIBELS. CLIP intervention groups of four students meet twice weekly for 20 minutes. The sessions are facilitated by CLIP Certificated Intervention Specialists in conjunction with classroom teachers.

Though there is a set scope and sequence to the intervention, instructors are given latitude to individualize and take into consideration children's interests, motivations to learn, and cultural background. Each lesson consists of five key components that are outlined in the following table:

Table 2: CLIP Intervention Components and Instructional Foci

Components	Description of Component	Instructional Focus
Let's Talk (2 Minutes) Brief discussion of home activity	Lessons start with a conversation about the home literacy activities. Activities reinforces the day's intervention lesson.	-Oral language development -Extended discourse
Let's Move(1 Minute) Book related movement activity	A physical or music activity that introduces and/or reinforces the theme and key literacy concepts.	-Letter knowledge -Phon. awareness -Oral language
Let's Read (14 Minutes) Read Aloud and Individual Reading	A book is read over two weeks; Picture walk and discussion, read aloud using dialogic reading, vocabulary instruction, graphic organizers, charting, and retelling of story.	-Oral language -Vocabulary -Comprehension -Decoding
Let's Play (2 Minutes) Book related Learning Games	An intentional hands on approach to learning letter names, sounds, and phonological awareness within interactive playful context.	-Letter names/sounds -Phon. awareness -Vocabulary
Let's Plan (1 Minute) Home Literacy Extension Activity	Each lesson ends with a quick review of key skills and a new home literacy activities from the CLIP Treasure Chest.	-Comprehension -Decoding -Oral language

CLIP's classroom-based intervention is designed to meet the instructional level of each student. It includes the explicit instruction of reading skills with a primary focus on decoding

activities boost academic achievement and even raise low-income students' test scores (Jones, 2001). An evaluation of *Books and More* activities found that they are highly engaging and that parents almost always use them with their children as designed (Russell, 2008).

Books and More will provide over 4,000 books each year through local and federal funds to place in each school library for use by students and parents. These books include multiple copies of all of the books on California's grade level recommendation list for prekindergarten through third grade. The books include over 1,000 books that have Spanish translations. Books are distributed at parent trainings and through the elementary school libraries that are extending their hours through this initiative until 4 PM each day. E-readers pre-loaded with children's books in English and Spanish will be given to families living five or miles away from the school libraries.

In order to qualify for CLIP, student have to score in the lowest quartile in oral language. Given this, the program appropriately focuses on oral language development. The focused approach on vocabulary development is especially appropriate for younger students in need of language and reading skill development. The approach includes: a) reading the same books multiple times – books are selected based on difficulty, interest and instructional value (informational books are used regularly); b) specifically defining vocabulary words found in the books being read; c) intentionally using the same words in multiple, meaningful contexts; and d) focused analytic talk about the text.

CLIP is unique in that it has been demonstrated that its intensive 12-week intervention and *Books and More* program reduces the gap between low performing students and their peers. The twice weekly, 20 minute in-classroom interventions with accompanying take home activities and coupled with the *Books and More* book distribution has a powerful impact on student reading abilities. The program's success is grounded in scientifically-based reading research as defined

in Section §1208 of the ESEA and further defined in the Institute of Education Sciences' *What is Scientific Based Reading Research* (2004). Each program component (instruction, curricula, book distribution, and professional development) is built upon a foundation of rigorous research studies. Major research works undergirding the proposal include: *Preventing Reading Difficulties in Young Children* (1998), National Reading Panel's *Report's - Teaching Children to Read* (2000) and *Put Reading First: The Research Building Blocks for Teaching Children to Read* (2001), *Handbook of Early Literacy Research – Volumes 1 and 2* (2003 and 2006), and National Early Literacy Panel Report - *Developing Early Literacy* (2008).

(iii) *Professional Development Services are of Sufficient Quality, Intensity, and Duration.*

Each classroom teacher will co-facilitate CLIP interventions with a certificated CLIP Intervention Specialist. Teachers participate in monthly professional development related to the CLIP intervention program's 13 core instructional competencies. The following table provides a summary of the professional development component's targeted competencies for each sub-part of the intensive intervention:

CLIP's Teacher Competencies	Let's Talk	Let's Move	Let's Read	Let's Play	Let's Plan
1. Student Engagement	X	X	X	X	X
2. Extended Discourse	X		X		X
3. Language Development	X	X	X	X	X
4. Language Scaffolds	X	X	X	X	X
5. Scaffolding	X	X	X	X	X
6. Front Loading	X	X	X	X	X
7. Direct Instruction		X	X	X	X
8. Dialogic Reading			X		

CLIP's Teacher Competencies	Let's Talk	Let's Move	Let's Read	Let's Play	Let's Plan
9. Comprehension Strategies			X		X
10. Vocabulary Instruction	X	X	X	X	
11. Alphabets	X	X	X	X	X
12. Phonological Awareness	X	X	X	X	
13. Engaging Read Alouds			X		

CLIP professional development includes twice monthly, in-classroom coaching sessions with each PreK through third grade teacher. The project is providing substitute time for debriefing of coaching sessions and instructional planning. The coaching is focused on ways teachers can use CLIP strategies in their classrooms with their lowest performing students. The model includes videotaped observations of CLIP interventions and subsequent debriefing led by highly-skilled Literacy Specialists.

D. Adequacy of Resources

i. Costs are Reasonable in Relation to the Objectives, Design, and Potential Significance

The Corning Elementary School District is requesting [REDACTED] per year to serve 300 low performing students or [REDACTED] to serve 600 low performing students over a 24 month period. The district will implement the entire CLIP program including: a) two, 20 minute intervention sessions each week for 12 weeks using two Certificated CLIP Intervention Specialists and classroom teachers; b) *Books and More* book distribution during which parents are taught important skills on how to support their child's education and given at least four books and corresponding literacy activities designed for the grade level of their child (trainings are held at both school libraries); c) placement each year of 4,000 children's books in each school library; d) expanding access to children's books through e-readers; e) extending the hours at school libraries

to 4 PM each day; and f) ongoing professional development for teachers on how to facilitate a CLIP intervention and monitor student achievement.

CLIP will narrow the gap between low performing students and their peers in each of the 16 target classrooms. This “gap reduction” approach includes gains in oral language and early reading skills at preschool through grade three as measured by the PPVT-4, PALs, DIBELS, and standards-based reading assessments. This program will literally provide the lowest performing students with an educational “life line” by giving them the language and literacy tools they need to fully participate in their regular instructional programs. This will save the district a substantial amount of money in trying to remediate students in later grades and will ultimately lead to higher graduation rates and more successful employment.

The project builds the capacity of the classroom teachers. Classroom teachers work alongside Certificated CLIP Intervention Specialists. This not only helps the children in the intervention but equally important is that it provides classroom teachers an opportunity to learn the CLIP intervention process, thereby increasing the capacity of the district's teachers. This team-teaching approach will lead to increasing the capacity of the local district and will result in the sustainability of the program long after grant funding.

CLIP will infuse both target schools' libraries with 4,000 new books each year. The *Books and More* program will put a minimum of 400 books each month in the hands of parents to use in their homes. These books will be used by families for the entire month and benefit children in the intervention program and their siblings. The program will literally change the literacy levels of the entire families.

(ii) Costs are Reasonable in Relation to People Served and Anticipated Results and Benefits.

The cost for the three preschools and two elementary schools adopting the model is [REDACTED] per year. The project will serve 300 low performing PreK-3 students (and their parents) each year. Major costs include: a) staffing - a full time Project Director and two full-time, Certificated CLIP Reading Intervention Specialists; b) CLIP intervention kits including materials used in *Books and More* parent trainings; c) extended pay for librarians at the two school for additional time each day; and d) books for placement in the participating schools and city libraries. The cost per student is approximately [REDACTED] per year.

The benefits of the project are multiple: children will enter kindergarten ready to learn with the prerequisite language and literacy skills. The kindergarten through third grade students will gain the decoding and comprehension skills to become good readers. Teachers will learn how to better support the literacy needs of their lowest students. Libraries at the two elementary schools (the target preschools are located on the two participating elementary school campuses) will become rich centers of learning with new books for parents and students to enjoy. The school libraries will extend their hours to provide greater access. Parents will gain important competencies that help them support their children's literacy development.

CLIP will have residual impacts for the larger population of students at the two schools. All students will be able to access the new books purchased by the project. Similarly, all of the students will benefit from the extended library hours.

E. Quality of the Management Plan

(i) The Management Plan Includes Clearly Defined Responsibilities, Timelines, and Milestones for Accomplishing Project Tasks.

The following management plan shows the project's activities along with clearly defined responsibilities, timelines, and milestones for accomplishing each task

Obj. 1.1: Each year, 80% of the students completing the CLIP 12-week program will demonstrate growth in receptive oral language as evidenced by an increase of six standard scores (pre to post) on the PPVT-IV. Obj. 1.2: Each year, students completing the CLIP 12-week program will demonstrate statistically significantly higher ($p < .05$) gains than non-participating students in their own classrooms in early reading skills and abilities as measured by the (DIBELS) sixth edition. Obj. 1.3: Each year, 80% of the second and third grade students completing the CLIP 12-week program will demonstrate grade level reading proficiency as measured by the CST.

Major Tasks	Milestones for Each Task	Responsible Staff	Timelines
a. Hire project staff and contractors b. Begin professional development program c. Preliminary assessment of students with PPVT, PALs and DIBELS - development of individualized student and classroom profiles for parents and teachers as appropriate d. Upload student assessment data into the CLIP Student Data System and use it to monitor student achievement. e. Begin first cohort of CLIP 12-week interventions - four students from each classroom	a. Project Director, Two Intervention Specialists, and contractors in place b. Trained PreK-3 grade teachers c. Individual children assessment reports identifying eligible, low performing students d. Individual student learning plans and parent notification of CLIP eligibility e. Completion of each of the 12 weekly CLIP units	a. Superintendent b. Project Director and Intervention Specialists c. Project Director, Intervention Specialists d. Project Evaluator e. Intervention Specialists and Classroom Teachers	a. 10/30/12 b. 12/1/12 Ongoing c. 1/7/13 Ongoing d. 1/7/13 Ongoing e. 2/4/13 Ongoing with semi-annual assessments f. 3/4/13 Ongoing with quarterly trainings on CLIP data system

Obj. 2.1: Each year, 85% percent of the parents participating in the *Books and More* book distribution program will self-report reading at least four times a week with their child as measured by the CLIP reading logs.

Major Tasks	Milestones for Each Task	Responsible Staff	Timelines
<p>a. Purchase high quality books for PreK-3 and place in schools libraries; buy e-readers</p> <p>b. Finalize schedule of monthly <i>Books and More</i> parent trainings – one at both elementary schools</p> <p>c. Prepare CLIP parent literacy bags with corresponding books for each grade level</p> <p>d. Open school libraries after school and during the summer for student and parents to access books for checkout</p> <p>e. Begin monthly Books and More trainings</p> <p>f. Collect and analyze data from reading logs</p>	<p>a. Books in both school libraries, e-readers for families who cannot access libraries</p> <p>b. 12 month schedule of parent trainings</p> <p>c. Literacy bags with materials and bilingual instructions for use by parents and children</p> <p>d. Flyers encouraging parent and children to take advantage of the extended library hours</p> <p>e. Parents know how to use books to support the literacy needs of their children</p> <p>f. Formative and summative evaluation data on the distribution and use of books by parents and students</p>	<p>a. Librarians, Project Director</p> <p>b. Project Director</p> <p>c. Project Director</p> <p>d. Project Director</p> <p>e. Project Director and Intervention Specialists</p> <p>f. Project Evaluator</p>	<p>a. 11/30/12</p> <p>b. 12/30/12</p> <p>c. 2/4/13 Ongoing</p> <p>d. 2/4/13 Ongoing</p> <p>e. 2/15/13 Ongoing monthly</p> <p>f. 4/1/13 Ongoing with quarterly reports on book check out and usage</p>

Table 4: Ninety percent of the CLIP teachers will demonstrate at least ten of the twelve instructional skills during in-classroom intervention session as evidenced by videotaped observations over a two-year period.

Major Tasks	Milestones for Each Task	Responsible Staff	Timelines
<p>a. Schedule monthly professional development targeting CLIP Core instructional competencies</p> <p>b. Begin professional development workshops</p> <p>c. Begin twice monthly coaching sessions with emphasis on instituting content from workshops</p> <p>d. Videotape teachers in classrooms and during CLIP intervention sessions</p> <p>e. Collect, analyze, and report data on teachers’ mastery of core competencies in quarterly and annual evaluation reports</p> <p>f. Begin quarterly meeting of the Evaluation Team focusing on continuous improvement</p>	<p>a. 12 month schedule of workshops</p> <p>b. Full participation by all PreK-3 grade teachers from each school site</p> <p>c. Teachers gain CLIP core competencies</p> <p>d. Teachers and Intervention Specialists analyze instructional behaviors and co-plan modifications as needed</p> <p>e. Feedback sessions showing the effectiveness of professional development sessions</p> <p>f. Continuous improvement plans based on data with recommendations for program improvement</p>	<p>a. Project Director</p> <p>b. Project Director and Intervention Specialists</p> <p>c. Project Director and Intervention Specialists</p> <p>d. Project Director and Evaluator</p> <p>e. Project Director and Intervention Specialists</p> <p>f. Project Evaluator</p>	<p>a. 10/30/12</p> <p>b. 12/1/12</p> <p>Ongoing</p> <p>c. 1/7/13 Ongoing</p> <p>d. 4/1/13 Ongoing</p> <p>e. 4/1/13 Ongoing</p> <p>f. 3/15/13</p> <p>Ongoing with quarterly report</p> <p>g. 4/15/13</p> <p>Ongoing with quarterly report</p>

(ii) The Project Director and Other Key Project Personnel are Appropriate and Adequate to Meet the Objectives of the Proposed Project.

Each of the three staff members are full-time (200 days) each year. The Project Director will oversee all of the project's major components and will work directly with classroom teachers and parents in the *Books and More* book distribution activities. The Project Director will have at minimum a masters degree in education and 10 years teaching children how to read. The two CLIP Intervention Specialists will work 200 days each year and. Their responsibilities include: assisting classroom teachers to implement the CLIP intervention, monthly professional development workshops, in-classroom coaching, and co-facilitating *Books and More* book distribution and parent training activities. Intervention Specialists will have master's degrees and state certification as reading specialists. A program evaluator will dedicate 60 days to the project. He/she will have a doctorate, a minimum of 15 years of experience, and must be bilingual (English-Spanish).

(iii) There are Mechanisms for Ensuring High-Quality Products and Services.

CLIP has several mechanisms that ensure high-quality products and services. They include:

1. Professional Development: CLIP has defined 13 teacher competencies. Professional development workshops and the coaching process seek to develop these instructional behaviors. Classroom observations of teaching, including the periodic use of videoing, verifies that the correct pedagogy is being used during the intervention sessions.
2. Intervention Guides: CLIP is an established program with pre-packaged materials and activities for use in the classroom intervention and *Books and More* components. Each activity has an accompanying fidelity checklist. The fidelity checklist is used by those implementing the classroom interventions as a roadmap that lists each activity and

expected student outcomes. Data from the fidelity checklists are uploaded into the CLIP data system. The Project Director monitors data to ensure the intervention program and *Books and More* are properly implemented.

3. Formative evaluation: There is a rigorous formative evaluation component that monitors the quality of program services. Formative evaluation activities include: a) workshop evaluations of all professional development sessions; b) evaluation of *Books and More* sessions; c) reading logs by which parents report their use of books and materials; and d) key informant and focus group interviews with project staff, parents, teachers, and a group of second and third grade children.
4. Continuous Improvement: An evaluation team consisting of project stakeholders meets quarterly to analyze formative evaluation data. The goal of this process is to monitor the quality of project services and products. Data are used to make decisions about appropriate changes that may be needed. Plans are drawn up and implemented which are subsequently re-evaluated to determine if the changes had the desired effects.

F. Quality of the Project Evaluation

(i) CLIP Uses of Objective Measures that are Clearly Related to Outcomes.

The evaluation uses standardized measures and appropriate analyzes to determine the extent to which the targeted outcomes (which are embedded in the objectives) are achieved. The outcomes are feasible and are aligned with those achieved in previous CLIP implementations. The measures were chosen because they have established validity and reliability. The PPVT-4, PALs, and DIBELS are used in several national studies. The following table provides an overview of the measures, timelines, and types of analyses (quantitative and qualitative) used to determine the extent to which each outcome is achieved:

Outcomes	Measures	Timelines	Analyses
<u>Objective 1.1:</u> Each year, 80% of students completing the 12-week program will demonstrate growth in receptive oral language as evidenced by an increase of 6 standard scores	Peabody Picture Vocabulary Test (PPVT-4)	Administered fall and spring of each year	Dependent samples test of significance (quantitative)
<u>Outcome-based Objective 1.2:</u> Each year, students completing the 12-week program will demonstrate significantly higher ($p < .05$) gains than non-participating students in their own classrooms in early reading skills and abilities	Dynamic Indicators of Basic Early Literacy Skills (DIBELS-6)	Administered fall and spring of each year	Analysis of Variance (quantitative)
<u>Outcome-based Objective 1.3:</u> Each year, 80% of students completing CLIP 12-week program will demonstrate grade level reading proficiency	California Standards Test (CST)	Administered spring of each year	Dependent samples test of significance (quantitative)
<u>Outcome-based Objective 2.1:</u> Each year, 85% of the parents participating in the <i>Books and More</i> book distribution program will self-report reading at least four times a week with their child	CLIP reading logs	Maintained by parents and submitted monthly	Descriptives, frequencies (quantitative)
<u>Outcome-based Objective 3.1:</u> 90% of CLIP teachers will demonstrate at least 10-12 instructional skills during in-classroom intervention session as evidenced by videotaped observations over a two-year period	Videotaped observations	Observed monthly and videotaped twice annually	Content analysis (qualitative)

(ii) *The Evaluation Provides Performance Feedback and an Assessment of Achieving Outcomes.*

CLIP's process evaluation provides data to periodically assess the project's progress toward achieving the intended outcomes. Key to this effort is the use of the CLIP data system which maintains attendance and assessment information. The online database is updated weekly with data on student participation in intervention sessions, parent's attendance at *Books and More* trainings, and the number of books read (CLIP reading logs). Using the CLIP data system, evaluators produce individual and classroom profiles that monitor students' progress. The profiles provide an overview of students' oral language and pre-reading abilities. The following is a picture of a CLIP classroom profile

Picture 2: - Sample CLIP Data System Class Profile

N	Site	Status	Name	DOB	Age on 12/2/07	SS Pre	PALS UP	PALS LOW	PPVT	Comments
Children in the PPVT- III Lowest Quartile who Can Recognize Two or Fewer Letters										
Color guide for Standard Scores, Pals PreK Scores: Red = Low, Blue = Average, Green = High										
1	Sample Site A	Treatment	Sample Child 1	10/24/2003	4	72	0	0		
2	Sample Site A	Treatment	Sample Child 2	6/18/2003	4	100	3	3		
3	Sample Site A	Treatment	Sample Child 3	5/8/2003	4	98	0	0		
4	Sample Site A	Treatment	Sample Child 4	9/13/2003	4	65	1	1		
5	Sample Site A	Treatment	Sample Child 5	8/19/2003	4	92	26	22		
6	Sample Site A	Treatment	Sample Child 6	10/30/2003	4	109	15	9		
7	Sample Site A	Treatment	Sample Child 7	11/24/2003	4	93	5	5		
8	Sample Site A	Treatment	Sample Child 8	6/9/2003	4	53				
9	Sample Site A	Treatment	Sample Child 9	11/19/2003	4	69	1	0		
10	Sample Site A	Treatment	Sample Child 10	10/29/2003	4	63	3	0		

The Evaluation Team meets monthly to examine data reports and findings from CLIP intervention fidelity checklists, evaluation of professional development sessions and parent trainings, and ongoing key informant and focus groups with school principals, teachers, parents, and students. The process evaluation process is linked to continuous improvement. The goal of

the process evaluation is to provide regular feedback to project stakeholders with the goal of improving the effectiveness of project implementation strategies and determining the extent to which the project is meeting its outcome-based objectives.

The evaluation will include an annual report detailing the project's progress in achieving its objectives. The report will also address the following GPRAs: a) GPRAs: The percentage of 4-year old children participating in the project who achieve significant gains in oral language skills (measured by the PPVT—4); and b) GPRAs: The percentage of participating 3rd grade students who meet or exceed proficiency on State reading or language arts assessments (state test – CST).

Competitive Priority Points: The project meets the following three competitive priorities:

2. Technology: CLIP is utilizing e-readers pre-loaded with hundreds of children's books for use by parents and children who live five or more miles away from school libraries. This represents an expansion of earlier CLIP programs with the goal of making books more available to those families (many of them are migrant farm workers) who do not have the option of accessing the school libraries.

3. Early learning outcomes: CLIP is an early intervention program that promotes development of oral language and early reading skills for preschool through third grade students.

4. Serving rural local educational agencies (LEAs): Corning Elementary School District is designated by the U.S. Department of Education as a rural, low income school district (RLIS) as authorized under Title VI, Part B of the ESEA. The area is marked by extreme poverty (unemployment above 22% and free/reduced lunch eligibility above 84%) with many of the families living at a subsistence level on farms that encompass the attendance area.