

The Future is Bright Literacy Project-Seeley Union Elementary
 Innovative Approaches to Literacy Program 2012

Significance

The Future is Bright Literacy Project will be led by the Seeley Union Elementary School District and will encompass two partnering school districts, Westmorland Union and Meadows Union Elementary School Districts and three partnering pre-schools, Seeley United Families, Naval Air Facility and Westmorland United Families in Imperial County,

California. Community agencies that will collaborate and support this project in delivering services will be Imperial County Office of Education and the Imperial County Free Library. The three partnering school districts are eligible for the Small Rural School Achievement (SRSA) 2012-2013 program (Competitive Priority 4). **The Future is**



Bright Literacy Project will address the literacy needs of students and families in these three communities. Our project will target children ages 0 to 14, pre-Kinder through 8th grade, totaling approximately 1,300 children.

i. Needs of the target population.

Our project, takes place in three pre-dominantly Hispanic or Latino school districts that are struggling in many aspects. Seeley, Westmorland and Meadows school districts are located in the heart of the geographically and culturally isolated region of Imperial County, located in California's vast southeastern desert (4,500 square miles) on the U.S.-Mexico border. Although Seeley, Westmorland and Meadows are noncontiguous communities, they are separated by less than 17 miles of sparsely populated farmland and are linked together by county highways. The communities of Seeley, Westmorland and Meadows are similar in that they represent many challenges found throughout the Imperial County and stand out as communities with both the highest need and highest potential for advancement. In the three communities, the schools are

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the anchor for the citizens with similar school-wide challenges and issues. The Superintendents have dual roles as principals, and frequently partner with each other and share ideas on how to improve their schools and communities. The three K-8 district schools require their children to be bused to the next nearest urban city for high school services.

A multitude of barriers exist within these districts interfering with the success of the community. The 2010 United States Census estimates a county-wide population of 174,528. Recent articles in the *Los Angeles Times* (May 09, 2010) and *New York Times* (May 2, 2010) highlight overwhelming evidence that Imperial County is one of the hardest hit by the recession, and is the most underserved, isolated, and economically impoverished areas in the United States. Due to Seeley, Westmorland and Meadow's remote rural location within the county, they experience comparable if not significantly greater indicators of adversity than other communities within the county because of their lack of services, infrastructure, and opportunities for children and families. Barriers inflicting on student success are:

- Imperial County has the highest unemployment rate in the nation, currently at 28.2% (US Census Bureau, 2012) Seeley's unemployment rate is 36.4% (2009, American Community Survey). Accurate rates for Westmorland and Meadows were not available, but are estimated at the County rate or higher.
- Imperial County ranks 52 out of 58 California counties for children (0-17) living in poverty and ranks as the highest California County with children ages 0-4 living in poverty (Children Now-California Data Book, 2009).
- Imperial County's child poverty rate (families below poverty with children under 5-17) is 30.4%. Seeley's rate is 30.14%, Westmorland's rate is 33.10% and Meadows' rate is 39.69% (2012 US Census Bureau).

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- Imperial County's per capita income is [REDACTED] per year.
- Imperial County residents are consistently one of the highest recipient groups of public assistance [Imperial-(7.7%), CA-(3.1%)] and food stamps [Imperial-(13.1%), CA-(4.6%)] in the state. Seeley, Westmorland and Meadows' public assistance rates are consistent with county rates and are higher than the state.
- Imperial County has one of the highest teen pregnancy rates in the state. The county's teen birth rate average 55.5 births per year 1,000 girls between the ages of 15 to 19 from 2007 to 2009. Seeley's teen pregnancy rate is 57.6 and Westmorland's rate is 81.5. Accurate rates were not available for Meadows. (US Census Bureau: 2006-2008 American Community Survey 3-Year Estimates, 2009).

A respite for families and children has become and continues to be the schools and community sites such as libraries and churches. Literacy practices that many take for granted are simply out of the question for many of our families. The isolation and lack of resources (personal and in the community) understandably are affecting literacy.

ii. Development of strategies.

Through our partnership and resources provided from the Innovative Approaches to Literacy Program Grant we intend to establish and enhance literacy services that will be sustainable beyond the project at each school site. A triad of cohesive capacity building will be focused on our schools, our communities and our parents each being provided with the support and training necessary to increase literacy for all, student achievement and motivation for children of all ages to read. Our partnership will work towards increasing literacy through research based professional development in literacy and parent involvement, providing literacy coaching to all teachers via classroom observations, feedback, modeling, lesson design and

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lesson study, development of effective reading intervention programs, providing parent support and training increasing literacy in the home, enhancement of library services, literacy activities, and technology for increasing literacy for K-8 students.

Presently, fragmented literacy efforts exist within the communities. Through **The Future is Bright Literacy Project** a continuous and communicative flow of services will be implemented among pre-schools, schools, library and parents so that services are strengthened. An advisory committee representative of each agency will drive the literacy project and be one of the connectors between the partners.

Quality of Project Design

Poverty is the single best predictor of a child's failure to achieve in school.ⁱ The achievement gap-between poor and non-poor-children-begins early and persist.ⁱⁱ **The Future is Bright Literacy Project** has been developed and designed with the central focus on meeting the needs of the target population in these three communities that are significantly at a disadvantage. This project will target the neediest families early on in giving them access and an understanding about literacy, it will offer interventions for those in school who are struggling, better prepare educators to empower students to read, and give much more access to families to an assortment of materials that promote literacy. Increasing children's access to print will improve their reading achievement. Evidence has shown that communities ranking high in achievement tests have several factors in common: an abundance of books in public libraries, easy access to books in the community at large and a large number of textbooks per student.ⁱⁱⁱ

Critically, research-based strategies, *Response to Intervention (RtI)*, one of the most widely used reading intervention strategies in the United States will be utilized at each school site. It will be used to identify students at risk for poor learning outcomes, monitor student progress,

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provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities.^{iv} RtI will address the areas of reading comprehension, fluency and accuracy.

i. Goals, objectives, and outcomes.

Five overarching goals indicative of the absolute priority and competitive priorities 2 and 3 are the central focus of the project which include measurable objectives and expected outcomes.

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| Goal 1 Enhance the early childhood literacy learning environments in the homes of Children ages 0-8. (Competitive Priorities 2 & 3) |
| Objective 1.A. <i>Every Child Ready to Read</i> Program will be provided with a minimum of 200 parents attending. |
| Objective 1.B. During each project year 75% of participating pre-school parents will increase early literacy knowledge by 60%. |
| Objective 1.C. Each project year 100% of pre-school teachers will be trained in the <i>Every Child Ready to Read</i> Program. |
| Objective 1.D. A minimum of 60 Thematic reading bags will be developed for each school library aligned to state standards. |
| Objective 1.E. During each project year a minimum of 100 parents will complete 10 thematic theme bags with their pre-school child. |
| Objective 1.F. Each project year 100 parents will complete a 4 hour technology training course in the use of web-based literacy applications for young students. |
| Objective 1.G. Each project year a minimum of 100 parents will attend 2 of 4 literacy nights. |
| Outcome: <i>Literacy activities will increase significantly in the homes of pre-school children.</i> |
| Goal 2 Young children will be prepared to read before entering kindergarten. (Competitive |

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| Priority 2) (GPRA 1) |
| Objective 2.A. Each year 100% of pre-school teachers will receive 20 hours of professional development and training activities in early childhood literacy. |
| Objective 2.B. 100% of pre-school teachers will implement a minimum of five literacy and school readiness strategies with young children in their care. |
| Objective 2.C. Each year 85% of pre-school students in transition to kindergarten will be proficient in print and phonological awareness, alphabet knowledge and oral language. |
| Outcome: <i>Pre-school students will make significant gains in oral language skills.</i> |
| Goal 3 Students K-8 will be proficient readers. (Competitive Priority 2 & 3) (GPRA 2 & 3) |
| Objective 3.A. Each project year 90% of K-8 teachers will receive 20 hours of professional development in literacy strategies. |
| Objective 3.B. Each project year teachers 90% K-8 will receive 10 hours of in-class coaching in the implementation of literacy strategies. |
| Objective 3.C. Non-proficient reading students in grades 3 rd and 8 th grade will receive 60 minutes of intensive intervention daily. |
| Objective 3.D. A total of 90% of K-8 students will access and reinforce literacy through web-based applications once a week for a minimum of 30 minutes. |
| Objective 3.E. Student proficiency in reading (grades 3 rd and 8 th) will increase by 5% each project year. |
| Outcome: <i>Students will make significant improvement academically.</i> |
| Goal 4 Students of all ages will be motivated to read. |
| Objective 4.A. 100% of students K-8 will participate in an incentive reading program each project year. |

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| Objective 4.B. Each year, three <i>Books For Everyone</i> (book distribution) days will take place at every school site. |
| Objective 4.C. Every school site will participate in the <i>California Young Reader Medal Award</i> Program each project year. |
| Objective 4.D. Each project year, two “Rolling Reader” days will be implemented at each school site (thematic and theatrical book distribution). |
| Objective 4.E. Each project year, twice a month, upper grade students will participate in the “Buddy Reading” program (partnering with lower grade students for model reading activities). |
| Objective 4.F. Each project year, four “Booktalking” activity days will take place at each school site. |
| Outcome: <i>Students will increase academic and leisure reading significantly.</i> |
| Goal 5 Community libraries will be a main resource for promoting, developing, improving and enhancing literacy. |
| Objective 5.A. Each school library will increase its circulation by an additional 500 books thematic in nature, aligned to common core standards, and of high interest to readers (including audio books and playaways). |
| Objective 5.B. Each project year, four family literacy nights will take place at each school library. |
| Objective 5.C. Each project year, ten computer classes will be offered to families in each community that teach introduction to computers, e-mail and Internet use. |
| Objective 5.D. Each school site will be equipped with AWE computers in each school library. |
| Objective 5.E. Each project year, four AWE trainings will take place at each school library. |
| Objective 5.F. Each school library will be equipped with a minimum 10 mobile reading devices |

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available for check out by parents, students and the community.

Objective 5.G. School libraries in each community will expand their services to include an additional 15 hours of after school and weekend hours.

Outcome: *An increase in the use of library services will be significantly evident within the community.*

ii. Coordination with similar or related efforts, and with other appropriate community, State and Federal resources.

The Future is Bright will comprise of school and community partners that will collaborate in meeting the goals of the project. The project led by the Seeley Union School District will partner with Westmorland Union and Meadows Union School Districts and implement a structured literacy program that transcends beyond the school campuses. Critical community partners to the project will be the United Families pre-schools in both the Seeley and Westmorland community, the Naval Air Force Facility pre-school, the Imperial County Office of Education and the Imperial County Free Library. The three school districts will plan, develop and coordinate efforts to match individual needs of students in a way that utilizes resources efficiently and collaboratively. Similarities within the student populations allow for similar enhancements to professional development, interventions and literacy activities. The partnering pre-schools commit to staff trainings in early literacy and parent trainings in promoting and implementing literacy at home. The partnering pre-schools will participate in all book distribution activities. The Imperial County Office of Education currently offers support to these districts and will continue offering its expertise in the area of professional development in literacy for school staff and administrators, lesson design and study, the development of intervention programs and technology use for advancing literacy. The Imperial County Free

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Library (ICFL) has serviced the three communities in **The Future is Bright Project** since 1912. It serves the people of Imperial County who reside outside the city limits of the larger county cities. The ICFL provides recreational and informational reading, audiotapes, videos and DVDs, periodical and reference services to patrons. Materials can be requested via the web. The ICFL will provide expertise through their resident Certificated Library Media Specialist in the areas of book distribution, library circulation, book bag loan program, parent trainings, student reader programs and technology.

iii. Comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

The Seeley, Westmorland and Meadows school districts commit to implementing a comprehensive professional development and in-class coaching design into each of their school sites. Professional development trainings will consist of research-based literacy strategies-RtI that will be centered on: 1) Implementing research-based instruction for intervention groups; 2) Reducing cognitive load and increasing cognitive processing; 3) differentiating instruction; 4) Building phonemic awareness (blending sounds to make words, segmenting words into sounds); 5) Building word identification skills (mastering letter-sound correspondences, reading regular words, reading irregular words, facilitating advanced word reading, reading decodable books, building mental orthographic images for keywords or frequently misread words); 6) Interventions for Building Fluency (oral reading activities, independent reading, teaching speed reading); 7) Interventions for Building Vocabulary (context words, read-alouds to teach new words, organizing vocabulary, sentence writing, contextual information, content vocabulary, word games); 8) Interventions for Facilitating Comprehension (scaffolding, seven cognitive strategies for highly effective readers, inferential comprehension, inference, cooperative comprehension, summarizing, graphic organizers, self-monitoring of comprehension, coding

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text, questioning, and previewing). Professional development practice will be deepened through classroom-based coaching and lesson studies. ^{vi}

Pre-school teachers commit to professional development training offered at each of the school sites in addition to being trained on the research-based program *Every Child Ready to Read*. The Public Library Association (PLA) and Association for Library Service to Children (ALSC) concluded that public libraries could have an even greater impact on early literacy through an approach that focused on educating parents and caregivers. Through this program parents and caregivers will learn more about the importance of early literacy and how to nurture pre-reading skills at home.

iv. Performance feedback and continuous improvement.

Integral to improved student achievement in literacy are the professional development, support of staff and parent training components. Our highly quality, intensive professional development (PD) is based on Joyce and Showers' research on PD based on long-term, intentional training that is supported and guided by school administrators and staff. PD is focused on student learning and results. Benchmark assessments at the pre-school and school sites implemented will provide ongoing data that will allow for measuring and monitoring student progress. The **Future is Bright** will conduct an independent evaluation to analyze both the process and outcomes. The project will collect assessment data and use the data to evaluate the implementation of the instructional materials, the effectiveness of the professional development and most importantly, the impact of services on student achievement. The evaluation plan will use multiple assessments and produce qualitative and quantitative results.

Quality of the Project Services

i. Equal access and treatment.

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With Imperial County's diverse population of students, and high rate of English learners (mainly Spanish speakers), it is a high priority of **The Future is Bright Literacy Project** to ensure access to increased literacy opportunities to all students. All students will be encouraged to participate in appropriate project activities that are free of gender, racial, ethnic, nationality, or disability issues. All classrooms and facilities meet state requirements for physically challenged students. Students with special needs will equally be integral participants of the project. Teachers, school and project personnel all have been trained and will receive further orientation on cultural diversity and sensitivity, and academic learning to accomplish high standards for participants. **The Future is Bright's** intensive professional development program for teachers will serve as a guide for teachers in providing effective, efficient instruction for every student. This includes special education students; students whose proficiency in English is significantly lower than typical for age, classroom, or grade; students whose achievement is significantly below or above that typical for age, classroom, or grade; and inclusive of all other students with special needs. All Imperial County educators assume responsibility for the educational needs of all students, by incorporating age and developmentally appropriate curriculum and strategies. Strategies are aligned to California Educational Frameworks consistent with equal educational opportunities for all students. Project personnel are bilingual (English/Spanish speakers). All meetings, trainings, and public notices will be advertised in English and Spanish. Parent trainings will be translated or available in parents' primary language to maximize participation. Trainings, book distributions, materials on loan and all other components of the project will be of no cost to participants.

ii. Appropriate services to the needs of the recipients.

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The needs of project recipients are arguably affecting literacy achievement as mentioned previously. In 2010, only 46% of students in Imperial County scored proficient or advanced in the California Standards Test for English Language Arts (ELA), compared to 52% in California. Improving academic achievement is a top priority and literacy is vital for success. Students in the participating districts demonstrate further needs as only 41% of Seeley, 32% of Westmorland and 42% of Meadows students tested proficient or advanced in ELA. The chart below delineates enrollment, percentage of English Learners and proficiency in English Language Arts for partnering school districts:

| | Enrollment | English Learners | ELA Proficiency |
|--------------------------|-------------------|-------------------------|------------------------|
| Seeley Union | 383 | 40% | 41% |
| Westmorland Union | 385 | 51% | 32% |
| Meadows Union | 478 | 68.2% | 42% |

The surrounding preschools in the vicinity of these target schools have very similar student demographics and needs. A single preschool program in the community of Seeley (state funded) serves a majority of students bound for kindergarten. In Westmorland, two separate preschool programs (Head Start and United Families) serve a majority of students bound for kindergarten. On average, the children of these centers can recognize less than 1 letter and are in the lowest decile in receptive oral language when they are in preschool. Both preschool programs are mandated by California Department of Education to implement the Desired Results Developmental Profile-Revised (DRDP-R), which evaluates developmentally appropriate gains in early child learning. These children eventually attend low performing Title I schools. The three schools are currently NCLB Program Improvement (Seeley-Year 4, Westmorland-Year 5, and Meadows-Year 5).

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Services through our project will meet the needs of students and staff. Teachers will strengthen their ability to identify and intervene when students are struggling in reading through high quality professional development training, literacy coaching, feedback, modeling, lesson design and lesson study, development and implementation of effective reading intervention programs, for teachers. School staff will be available and trained to service struggling readers through interventions (Response to Intervention-RTI) and develop a “reading buddy” system partnering students with varying abilities in helping one another improve reading proficiency.

The Future is Bright Project will enhance “libraries” in the community to include extended hours during the day, evening and weekends to include a multitude of services and access. Since our three districts have modest school libraries but do not have brick and mortar facilities outside of the school campuses we will utilize the school sites for public library services which have been a central hub for families. In addition, specialized areas will house a library/media center. Services will include additional books for students and the community housing meaningful reading materials that are of interest to students and the community, a technological connection to literary materials and resources via different mediums, courses in technology use that are enhancing to literacy, “read alouds”, family literacy nights, young reader book clubs, “thematic book bags” and extended academic support. Parents will be a part of “Every Child Can Read Project” a literacy program and training designed to establish family reading routines for Spanish and English speaking parents and their children. It involves family reading, vocabulary development, and English-language development for parents and their children. Parents will have access to all library services and as an explicit goal of this project parents will be trained to be knowledgeable in accessing literary materials and exposing their children to the world of reading at every age. At the center of this triad are the children of our

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community which will highly benefit from the development of structured and accessible literacy services

Services addressing the academic and community needs key to improving the educational and social outcomes for children and their families are listed below:

- Professional development for pre-school and K-8 teachers (20 hours per year)
- In-class coaching (10 hours per year)
- Response to Intervention (RtI) daily for struggling readers (3rd and 8th daily)
- *Every Child Ready to Read* early literacy program training for parents and pre-school teachers (10 hours per year)
- Extended day library/media services at every school site accessible to community (Kindle Fires, Nooks, CD Players, Audio Books, Playaways, AWE & EKF software, Tumblebooks)
- Extended day tutoring services for K-8 students focused on literacy
- California Young Reader Medal Award Program implementation at three school sites
- Buddy Reading program implementation at three school sites
- Community Computer Literacy Trainings (10 hours per year)
- Extended weekly technology lessons to enhance literacy for K-8 students at each school site (TeachingBooks.net, Accelerated Reader, AWE & ELF)
- Book distributions (literacy nights, book clubs, parent literacy nights) (5 per year)
- Thematic book bags at each school library (60 thematic bags minimum per site)

iii. Professional development/training to be provided are of sufficient quality, intensity, and duration to lead to improvements.

Professional development for pre-school and K-8 teachers will be targeted, intensive and purposeful for the intents of improving literacy within the communities. The pre-school training

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for teachers and parents, *Every Child Ready to Read (ECRR)*, is a research-based program of the American Library Association. Dr. Susan Neuman-University of Michigan, a renowned specialist in literacy development of children, was a major developer of the newly revised program which is specifically designed to support early literacy development of children birth to age five. An extensive review which documents the scientific validity of the approach has been recently conducted based on core principles: 1) Reading is an essential life skill; 2) Learning to read begins at birth; and 3) Parents and caregivers are a child's first and best teacher.^{vii} ECRR is based on updated research and consists of eight, 45 minute, modular workshops that incorporate literacy through five practices talking, singing, reading, writing and playing to develop language and pre-reading skills in children. The five practices are familiar to parents and caregivers, which makes them easy to use and integrate into everyday life. Importantly, the pre-school parent and caregiver trainings emphasize the importance of vocabulary, background knowledge, and comprehension.

K-8 teacher professional development will be continuous throughout the school year, paired with in-class coaching. Professional development will be focused on improving student literacy and addressing the needs of struggling readers of all ages. Teachers will receive 20 hours of PD every school year and 10 hours of in-class coaching. Lesson studies and modeling will be infused into the trainings. Professional development topics will include 1) intervention groups; 2) cognitive processing; 3) differentiating instruction; 4) phonemic awareness 5) word identification skills; 6) Fluency; 7) Vocabulary; and 8) Comprehension.

Adequacy of Resources

i. Extent to which costs are reasonable in relation to objectives, design and potential significance.

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Three major components of this project are driving the allocation of resources. This project's intent is to influence a cultural shift in three communities that are lacking the existence of literacy resources. Objectives target students, parents/guardians, school staff and the community at large. This project will work towards ameliorating the gap of achievement, increasing literacy resources in the community, and educating adults and children in accessing and utilizing literacy materials. The project builds on existing efforts and resources, even though limited, and will be sustained after funding ends. These funds are leveraged to accomplish a culture change in a significant population of the Imperial County.

ii. Extend to which costs are reasonable in relation to number of persons to be served and to anticipated results and benefits.

Approximately, 50 pre-school and K-8 teachers will receive professional development training and in-class coaching. It is anticipated that over 1300 students and their families will be impacted by **The Future is Bright Literacy** Project through extended and enhanced library services and in-school interventions. Non-existent services will be put in place giving families opportunities to access resources for the improvement of literacy. A major portion of resources has been allocated towards increasing library circulation and technology which will be sustainable beyond the grant period.

Quality of Management Plan

i. Management plan to achieve objectives; defined responsibilities, timelines and milestones.

The table below represents defined responsibilities and experience of key project personnel:

| <i>Position</i> | <i>Responsibilities</i> | <i>% of Time</i> |
|-------------------------|--|------------------|
| <i>Project Director</i> | <ul style="list-style-type: none"> • Provide direct project oversight, intervention teacher evaluation and fiscal responsibility • Oversee submission of annual and final reports to the Office of Elementary and Secondary Education • Coordinate project activities to achieve goals and objectives • Perform as project representative to school staff, parents and | <i>35%</i> |

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| | community agencies <ul style="list-style-type: none"> • Recruit and hire personnel • Conduct weekly supervision of staff • Review and provide feedback • Coordinate and link project within school sites • Schedule and train all teacher professional development opportunities • Provide guidance to staff in development of workshops and trainings for parents | |
| <i>Program Coordinators</i> | <ul style="list-style-type: none"> • Assist Program Director in implementation of project at each school site (inclusive of pre-schools) • Implement after-school (extended day and weekend) services at each school site • Coordinate extended hour intervention and tutoring • Assist in collection of student data | |
| <i>Intervention Teachers</i> | <ul style="list-style-type: none"> • Implement comprehensive intervention program and strategies to improve students' academic performance • Implement benchmark assessment • Assist in collecting and analyzing evaluation data for federal reports • Present data results and outcomes to key stakeholders • Participate in professional development trainings | 100% |
| <i>Library/Media Specialist</i> | <ul style="list-style-type: none"> • Offer expertise in acquisition of library materials • Offer expertise and assist with implementation of book distributions • Assist with implementation of parent and pre-school teacher trainings in promoting early literacy • Offer expertise and assist in the implementation of California Young Reader Medal Award Program • Implement in-school motivational reading activities throughout each school year • Offer expertise and train school staff, parents and students in the use of AWE computers | 20% |
| <i>Evaluator</i> | <ul style="list-style-type: none"> • Monitor and assess project • Collect data on progress and completion of goals and objectives • Provide feedback on collection of data and project progress throughout implementation of project • Develop and prepare evaluation reports for stakeholders | 10% |

The table below delineates timelines and milestones for the project:

| <i>Task/Event</i> | <i>Responsible Person</i> | <i>Project Milestone</i> | <i>Completion Date</i> |
|--------------------------|----------------------------------|---------------------------------|-------------------------------|
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| Hire and provide training and orientation to program coordinators and intervention teachers | Project Director | Staff is prepared to initiate program services | Within 30 days of funding notification |
| Professional Development (pre-school & K-8 teachers) | Project Director | Staff is knowledgeable and more capable in literacy | Annually-20 hours per school year |
| In-class coaching (pre-school & K-8) | Project Director/Program Coordinators | Staff implements a minimum of five literacy strategies in classroom | Annually-10 hours per school year |
| Book Distributions (“Books for Everyone” & “Rolling Readers”) | Program Coordinator | Each student will receive level appropriate books | 5 book distributions per year |
| Pre-school parent trainings- <i>Every Child Can Read</i> | Pre-school teachers/program coordinators/Library specialist | Parents will increase knowledge about early literacy | Annually-4-6 week programs |
| Reading Intervention | Intervention Teachers | Students will increase reading proficiency | Within 15 days of school beginning of |

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| | | | school year/Daily 60 minute intervention |
| Extended library services | Program Coordinator | Students/families will receive additional tutoring, technology and literacy support | Ongoing |
| Reading incentive programs-California Young Reader Medal, Buddy Reading, Technology, and Thematic Book Bags | Program Director/Coordinator, Library/Media Specialist | Students/families will increase literacy practices | Ongoing |

ii. Commitments of key project personnel.

The Project Director will be responsible for the direct oversight, supervision and monitoring of the project and management plan, inclusive of parent and school staff trainings, in-class coaching, fiscal management of the budget, federal reporting responsibilities and annual performance appraisals. Three Program Coordinators will be responsible for assisting the Project Director in implementing **The Future is Bright** project at each school site and community. Program Coordinators will implement the extended day library/media services including tutoring, book clubs, read alouds, incentive reading programs and technology. Intervention teachers will target non-proficient readers in the 3rd and 8th grades and provide daily intensive reading intervention. The Library/Media Specialist will assist and offer expertise in increasing library circulation, incentive reading programs, book distributions and pre-school

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early literacy programs. An independent evaluator will be contracted to provide evaluation of the project. The evaluator will meet monthly throughout the year with the project staff to monitor data collection, evaluation procedures and revise project activities as needed.

iii. Adequacy for ensuring high-quality products and services.

An advisory committee consisting of key representatives for each agency will meet monthly for the purpose of discussing progress, outcomes and need for project modification. As previously noted, personnel funded through this project will work toward the program goals and objectives. The Project Director, Keila Rodriguez, is a District and School Support Coordinator and has over 12 years experience working in the educational field. She will provide administration and supervision to the project. Three program coordinators will assist the project director in implementing the project at each school site. Three fully credentialed intervention teachers will provide reading interventions at each school site. The library/media specialist, Connie Barrington, the county librarian for over 12 years will offer her expertise in the area of library services and early literacy. She holds a certificate in School Information Resources and Library Science including curriculum development. The evaluator, Ivette M. Imperial-Gonzales, has experience evaluating a multitude of educational programs and holds a Certificate of Advance Study in Evaluation.

Quality of Project Evaluation

i./ii. Methods of evaluation and periodic performance feedback.

The evaluation plan for **The Future is Bright Project** consists of a comprehensive formative and summative evaluation inclusive of quantitative and qualitative methods, subsequently outlined. Program monitoring and assessment will occur throughout the program, from initiation to completion, using a variety of outcome measures and evaluator observations.

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Discrepancies between implementation and participant objectives and outcomes will be a central focus, based on the Provus' Discrepancy Evaluation Model (DEM). Communication between evaluator and program staff during the duration of the program will be constant ensuring effective implementation and modification as needed. Our evaluation plan has been designed and will be conducted by independent evaluator, Ivette M. Imperial-Gonzales, M.A., of the Grants and Evaluation Office (GEO), Imperial County Office of Education. GEO, under the direction of Ms. Imperial-Gonzales has extensive experience in education program evaluation and research. Evaluation projects include a range of federal, state, and foundation funded grants in an array of subject area. GEO uses a collaborative model to build working relationships with project personnel which benefits the project through a continual improvement process, informs research, fulfills reporting requirements, and ensures success in meeting project goals and objectives. Ms. Imperial-Gonzales will be responsible for all evaluation duties and activities. Evaluation components will be achieved in collaboration with program administrators and staff and evaluation personnel.

The evaluator will collect and report data on the three GPRA measures established for this grant: (1) The percentage of 4-year old children participating in the project who achieve significant gains in oral language skills; (2) The percentage of participating 3rd –grade students who meet or exceed proficiency in the California Standards Test; and (3) The percentage of participating 8th –grade students who meet or exceed proficiency on the California Language Arts Test.

The Future is Bright includes anticipated goals and outcomes. The Program Design section includes measurable objectives with measurement/evaluation methods established to monitor progress in a systematic and ongoing examination of data documenting to the extent to

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which goals are achieved. The following chart lists the type of measurement to be used with each objective and the anticipated frequency.

Objective Measurement and Evaluation Methods

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| Goal 1, Obj. 1. A: Parent participation documentation (sign-in sheets) workshop surveys – <i>end of workshop</i> |
| Goal 1, Obj. 1. B: <i>Every Child Ready to Read</i> pre-post assessment, surveys- <i>initiation and conclusion of workshop each project year</i> |
| Goal 1, Obj. 1.C: <i>Every Child Ready to Read</i> pre-post assessment, surveys- <i>initiation and conclusion of workshop training each project year</i> |
| Goal 1, Obj. 1.D: Circulation inventory, invoices – <i>mid-year and conclusion of year</i> |
| Goal 1, Obj. 1.E: Parent reflections, material’s log, surveys, focus group – <i>Ongoing as activity is completed</i> |
| Goal 1, Obj.1 F: Attendance logs, pre-post assessment, surveys, focus group- <i>Annual</i> |
| Goal 1, Obj. 1.G: Attendance logs- <i>Annual</i> |
| Goal 2, Obj. A: Attendance logs, pre-post assessment, surveys, focus group– <i>Ongoing</i> |
| Goal 2, Obj. B: Observation in-class coaching logs, surveys, focus group- <i>Ongoing</i> |
| Goal 2 Objective 2.C: Benchmark assessments (DRDP-R)- <i>Ongoing</i> |
| Goal 3, Obj. A: Attendance logs, pre-post assessment, surveys, focus group – <i>Ongoing</i> |
| Goal 3 Objective 3.B: Observation logs, lesson plans, surveys, focus group- <i>Ongoing</i> |

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| Goal 3 Objective 3.C: Attendance logs, surveys- <i>Ongoing</i> |
| Goal 3 Objective 3.D: Attendance logs, surveys- <i>Ongoing</i> |
| Goal 3 Objective 3.E: CST scores (baseline 2011), benchmark assessments- <i>Ongoing and Annual</i> |
| Goal 4 Objective 4.A: Student reading logs, surveys, focus groups, pre-post assessments- <i>Ongoing</i> |
| Objective 4.B: Observation logs, surveys- <i>Ongoing</i> |
| Objective 4.C: Student reading logs, surveys, pre-post assessments- <i>Ongoing</i> |
| Objective 4.D: Observation logs, surveys- <i>Ongoing</i> |
| Objective 4.E: Observation logs, surveys, focus groups- <i>Ongoing</i> |
| Objective 4.F: Observation logs, surveys, focus groups- <i>Ongoing</i> |
| Objective 5.A: Circulation inventory, invoices, observation- <i>Ongoing</i> |
| Objective 5.B: Observation logs, surveys, focus groups- <i>Ongoing</i> |
| Objective 5.C: Attendance logs, pre-post assessments, surveys, focus groups- <i>Ongoing</i> |
| Objective 5.D: Inventory logs, observation- <i>Annual</i> |
| Objective 5.E: Attendance logs, pre-post assessments, surveys- <i>Ongoing</i> |
| Objective 5.F: Inventory logs, observation, surveys, focus groups- <i>Ongoing</i> |
| Objective 5.G: Observations, logs, surveys, focus groups- <i>Ongoing</i> |

As the chart reflects both quantitative and qualitative data will be collected and analyzed. The evaluator will be responsible for the collection of the data. The use of multiple evaluation methods and instruments facilitate data triangulation to determine growth toward the objectives outlined for the project. Several of the evaluation methods, (surveys, teacher, student and parent

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focus groups, and participant reflections), provide formative data. Monthly evaluation meetings will be held to review evaluation data, both formative and summative, with program staff. These data will be used to examine **The Future is Bright's** implementation process and assist decision makers with adjustments and continual improvement.

Specific **The Future is Bright** instruments will be developed and implemented year one, allowing for necessary adjustments for year two. Teacher pre-post assessments will determine acquisition of knowledge during the project professional development. A structured observation instrument using the Concerns Based Adoption Model (CBAM) will gather evidence of implementation and change resulting from teacher involvement. Surveys with Likert scales, initial and follow-up, and focus groups will evaluate the quality and utility of professional development, classroom implementation, participant satisfaction, and student motivation.

Student achievement data in language arts will be collected through the criterion referenced California Standards Test (CST) administered annually to all students. Student CST scores in 2011 will establish the baseline for all students. This assessment will provide data on the progress of participating students toward project goals and the GPRA's.

The analysis and interpretation of all collected data will be used to answer the extent to which goals and objectives have been attained. Monthly evaluation meetings will be held with program staff to review written and oral reports and assist with the ongoing program improvement. Comprehensive annual evaluation reports will be provided for all stakeholders and include recommendations for future development, project course corrections and sustainability. All evaluation requirements outlined by the U.S. Department of Education will be strictly adhered to and all federal reports will be provided as requested.