

Transforming School Libraries to Facilitate a Culture of Literacy

Competitive Priorities 1 and 4: Table 1 indicates the schools that will be served in the proposed project and the rural and persistently lowest-achieving school status of each school.

Table 1: Competitive Priorities 1 and 4: Rural and Persistently Lowest-Achieving Schools

Perry County Schools		
Schools	Persistently-Lowest Achieving	Rural
Turner Elementary	No	Yes
Marion High	Yes	Yes
Hatch High	Yes	Yes
Uniontown Elementary	No	Yes
Lowndes County Schools		
Central High	No	Yes
Ft. Deposit Elementary	Yes	Yes
Lowndes Middle	Yes	Yes
Hayneville Middle	Yes	Yes
Calhoun High	Yes	Yes
Jackson-Steele Elementary	Yes	Yes
Central Elementary	Yes	Yes

(A) Significance

School libraries serve as the stepping stones to academic success for many economically-disadvantaged students. The resources that their school library provides will likely be the only access they have to the information they need to develop their potential and launch their dreams.

Unfortunately, the students most dependent on their school library for their academic needs and who have limited access to technology or printed materials away from school are often the ones who attend schools with libraries that are under-funded and cannot meet the demands of their students.

The proposed program, Transforming School Libraries to Facilitate a Culture of Literacy, is a collaboration between two school districts, Lowndes County Schools and Perry County Schools, located in the Black Belt region of central Alabama. These school systems typically have inadequate budgets for library purchases but have had to severely restrict library expenditures for the 2009-2010, 2010-2011, and 2011-2012 academic years due to State budget cuts. The funds spent on new library acquisitions for the three school systems for the previous two years are listed in Table 2:

Table 2: Library Expenditures for Technology and Collections Purchases for 2009-2012

School District	2009-2010	2010-2011	2011-2012
Perry County	■	■	■
Lowndes County	■	■■■■	■■■■

Due to a lack of resources, these schools systems have libraries that have limited technology, minimal collections sizes, and dated printed materials. Table 3 shows the student enrollment, book collection size, average copyright, number of computers, and number of Library Media Specialists in each of the schools in each targeted school district.

Table 3: Current Library Resources by District and School

Perry County Schools					
School	Enrollment	Collection	Average	# of	Certified

		Size	Copyright	Computers	LMSs
Turner Elem	540	9533	1989	7	1
*Marion High	440	6589	1983	7	1
*Hatch High	357	2975	1975	5	1
Uniontown Elem	495	6711	1983	5	1
Lowndes County Schools					
Central High	296	5000	1995	6	1
*Ft. Deposit Elem	318	3000	1988	4	1
*Lowndes Middle	202	3628	1989	13	.5
*Hayneville Middle	235	4518	1978	7	.5
*Calhoun Elem	308	6468	1988	5	1
*Jackson-Steele Elem	345	4000	1983	5	1
*Central Elem	272	4494	1986	7	1

*Persistently Low-Achieving Schools as defined by the State of Alabama

Both school districts serve primarily African-American, economically-disadvantaged students.

The student demographics for each school district are shown in Table 4.

Table 4: Student Demographics by District

District	Minority Status	Free/Reduced Lunch Rate	% Children living with Single Parent*
Lowndes County Schools	99%	94%	53.7%
Perry County Schools	97%	97%	50.3%

*Data from Kids Count of Alabama, 2010.

The Alabama Reading and Math Test administered to 3rd – 8th grade students each year shows that a high percentage of students in both districts fail to score at the proficient level in reading (grade level). The percentage of students at each grade level in each district that failed to score at the proficient level in reading is indicated in Table 5.

Table 5: Percentage of Students by Grade NOT Scoring Proficient in Reading 2010

District	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
Lowndes	28.56	30.28	27.47	36.14	35.05	45.79
Perry	21.95	17.77	28.90	15.78	29.41	42.02

The SAT 10 administered to all 3rd – 8th grade students each year shows that the majority of the grades in both districts had average scores below the 50th percentile. Table 6 shows the average SAT10 percentile ranks for each grade in each district.

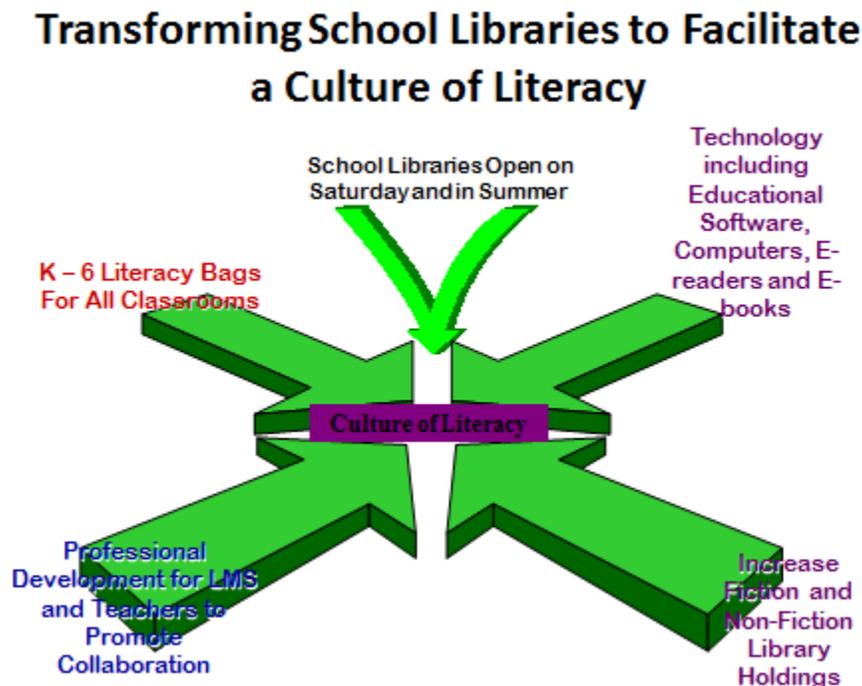
Table 6: Average Percentile Rank in Reading for Each Grade in Each District

District	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
Lowndes	29	37	37	24	36	30
Perry	47	53	47	53	39	31

The proposed project will implement a comprehensive strategy to address the limited accessibility to literacy materials and technology by all students and their families in the Lowndes and Perry counties. The innovative feature of the proposed program is its comprehensiveness in 1) the large portion of the community that will be impacted by the program including all K – 12 students, their immediate and extended families, and teachers, 2) the inclusion of a wide variety of opportunities for accessing literacy materials including e-

readers, computers, hardcopies of books, and classroom Literacy bags for children to checkout to read with their families, and 3) the incorporation of strategies to improve the level of reading for everyone from accomplished readers, to emerging readers, to functionally illiterate adults. The comprehensive approach includes: 1) increasing the traditional hardcopy holdings of school libraries as well as introducing e-readers and e-books, 2) **Absolute Priority B** providing literacy materials and technology accessibility to **K – 12 students** and their families and teachers, 3) expanding the library hours to include Saturdays all year to make the libraries more accessible to families, 4) providing Literacy Bags for K – 6 classrooms for children to check out and read with their families, and 5) offering professional development for library media specialists and teachers to form collaboration to best serve the educational needs of their students.

Diagram 1: Transforming School Libraries to Facilitate a Culture of Literacy



The proposed program will build the capacity of the school libraries in Lowndes County Public School and Perry County Public Schools to provide modern technology and greater access to literacy materials to the students and their families and teachers. The academic weaknesses of the student population in both school districts demonstrates the significant need for access to rich literacy environments where they can learn to access information that will create a desire to become life-long learners.

Competitive Priority 1. This comprehensive approach to addressing the literacy needs of K –12 students in Lowndes County Public Schools and Perry County Public Schools will improve student achievement and increase graduation rates which will ensure that graduates are career and/or college ready.

Absolute Priority D: The goal of Transforming School Libraries to Facilitate a Culture of Literacy in the two school districts is essential to addressing the low reading performance of our students. Since an average of almost 1/3 of our students in 3rd – 8th grades are reading below grade level, it is imperative that an innovative approach tempered with tried-and-true elements be implemented. The core components of the proposed program, increasing collection size, providing access to and availability of technology, providing library access on weekends throughout the year, and encouraging teacher/library media specialist collaboration, have strong empirical support.

Increasing collaboration between teachers and library media specialists and increasing library collection size are becoming more important as students in the 21st century will be expected to know how to access and evaluate large quantities of information (Lance & Loertscher, 2005; Smith, 2001). In Colorado, elementary school students with the most collaborative teacher librarians scored 21% higher on Colorado Student Assessment Program (CSAP) reading scores

than students with the least collaborative teacher-librarians (Lance, Rodney, & Hamilton-Pennell, 2000). Students who have access to libraries that provide internet access as well as other technology and give students access to these services outside of the regular school day have higher levels of achievement (Lance, Rodney, & Hamilton-Pennell, 2005). In fact, an Illinois study found that at every grade level, schools with more library and library-connected computers average higher test scores. The presence of more library computers is associated with percentage increases of: 8% for 5th- and 8th-grade ISAT reading performance, almost 11% for 8th-grade ISAT writing performance, just over 5% for 11th-grade ACT scores (Lance, Rodney, & Hamilton-Pennell, 2005). Regardless of the current level of development of a school's library program, these findings indicate that incremental improvements in its collections and budget will yield incremental increases in reading scores (Burgin, Roberts, & Bracy, 2003). Since these libraries have had little or no funding in the past few years, the requested amount of funding to improve these libraries, approximately [REDACTED] per student per year, will have a significant impact on the literacy levels of these students.

(B) Quality of the project design.

The goal and objectives of the Transforming School Libraries to Facilitate a Culture of Literacy project are outlined in the (**Absolute Priority C**) Logic Model in Table 7 below:

Table 7: Logic Model: Transforming School Libraries to Facilitate a Culture of Literacy

Goal	Objectives	Inputs	Long-term Outcome
The goal of the proposed Transforming	1. There will be a 5% increase in the number of 3rd – 8 th grade students who	1. Each district will purchase printed fiction and nonfiction materials	The school libraries will become

<p>School Libraries to Facilitate a Culture of Literacy is to transform the school libraries into centers of learning for students and their families and teachers that will ultimately facilitate a Culture of Literacy in the schools and communities resulting in an increase in reading proficiency scores of</p>	<p>score at the proficient level on the reading portion of their Alabama Reading and Math test at each grade level in each district each year of implementation. 2. There will be a 5% increase in the number of high school students who pass the reading test on the Alabama High School Graduation Exam each year of program implementation. 3. There will be a 15% increase in the number of checked out reading materials each year of implementation. 4. Five-hundred students and parents in each of Lowndes and Perry Counties will visit the libraries on Saturdays</p>	<p>targeting K-12. 2.Each district will purchase computers, netbooks, and e-readers for every library. 3.Each district will purchase document cameras, flip video cameras, e-books, educational software, and Smart Boards 4. Each district will operate a rotating schedule to allow half of their school libraries to be open every Saturday throughout the academic year and the summer. 5. Professional Development workshops will be developed to establish collaboration between the library media specialists and teachers, and educational technology experts will provide</p>	<p>valuable resources in the school and community for teachers, students, and their families to come to read, study, and learn together resulting in all students being proficient readers.</p>
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<p>students.</p>	<p>during each year of implementation.</p> <p>5. All library media specialists will participate in professional development activities during the year.</p> <p>6. Twenty-five percent of teachers in each district will coordinate a learning activity with the school library.</p> <p>7. Students and teachers will indicate a higher level of satisfaction with library holdings and services.</p>	<p>workshops for library media specialists and teachers to demonstrate effective methods of integrating library resources into curricula.</p> <p>6) Each K – 6 classroom will implement a Classroom Literacy Bag program for children to checkout for their families.</p>	
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The proposed project will complement the services being offered at each library. Every school has an existing reading program for K-3 students and a summer reading requirement for all students. With the libraries open on Saturdays during the summer months, students will be able to continue their K-3 reading program during the summer and have access to books to complete the summer reading requirements. The proposed project is a comprehensive effort to improve teaching and learning and supports rigorous academic standards in that it will elevate the quality and accessibility of eleven school libraries to promote 1) learning and teaching that is fully

integrated into the curriculum to promote students' achievement of learning goals, 2) collaborative planning and curriculum development, 3) an increase in students' reading, viewing, and listening for understanding and enjoyment, 4) the larger learning community's intellectual access to information and ideas for learning, and 5) flexible and equitable access to information, ideas, and resources for learning.

Title I funds will be used to provide additional professional development for teachers and library media specialists. The proposed project will expand the current professional development agenda to emphasize teacher/library media specialist collaboration and library media technology. The addition of new computers in the library will give students more opportunity for internet access. All students have free access to the Alabama Virtual Library which offers a collection of databases, magazines, newspapers, encyclopedias, dictionaries, almanacs, academic journals, poetry, literature, health, law, science and stories. Parents and community members will be encouraged to volunteer to provide K-3 Storytime, adult literacy classes, and technology usage classes on Saturdays.

All evaluation data, qualitative and quantitative, will be reviewed quarterly to make timely adjustments in program implementation and to ensure an effective positive feedback loop. The Steering Committee that was instrumental in the design of the proposed program will meet quarterly to review progress reports that will include project implementation fidelity, student achievement, project satisfaction surveys from all stakeholders, school library usage data, and classroom literacy bag usage data to determine if the proposed project is on track for meeting the annual objectives.

(C) Quality of Project Services

The proposed project will ensure that all services are equally accessible to all students and their families and teachers. Almost all students and their families are members of an underrepresented minority group, are economically-disadvantaged, and most attend persistently lowest-achieving schools. In addition, literacy materials and technology will be purchased that meet the needs of students with disabilities.

The library media specialists in each school prioritized their library needs after meeting with the elementary and secondary teachers to conduct a needs assessment. Afterwards, each district compiled the results of the individual needs assessments to determine the major weaknesses that the libraries needed to address. The next step was to organize a Steering Committee comprised of library media specialists, teachers, principals, community leaders, parents, and students from both districts to formulate a coherent transformation plan for the libraries within both districts identifying the goal(s), necessary activities to achieve the goal(s), and desired outcomes. The Steering Committee found that both districts shared common student demographics, low student achievement, and libraries with limited technology and outdated printed materials. They determined that the goal of both districts is to transform the school libraries into centers of learning by *providing, improving, and expanding services that address the needs of students and their families and teachers* that will ultimately facilitate a Culture of Literacy in the schools and communities. To accomplish this goal, the proposed project will *implement the following new strategies that build on the existing capacity of the school libraries*: 1) attract students' families to the libraries by offering adult-friendly hours and classes that involve adults in literacy-skill development and technology use, 2) update fiction and nonfiction collections including e-books to facilitate integration into classroom instruction and to motivate students' recreational reading,

3) increase internet access availability by purchasing computers and net books so that students, teachers, and parents do not have to wait a long time to get computer access, 4) increase additional educational technology availability in the library for teacher and student use such as Smart Boards, document cameras, video cameras, and e-readers, 5) **Competitive Priority 3** increase availability of educational software targeting K-3 reading skill development, 6) **Competitive Priority 3 and Absolute Priority A** implement a Classroom Literacy Bag program for K – 6 for children to checkout for their families which will *encourage their parents and family members to read books with their children at home*, and 7) provide opportunities for professional development for library media specialists and teachers that targets the establishment of a collaboration and shared responsibility in improving student achievement.

The proposed project was designed to meet the needs of the K-12 students and their families and teachers enrolled in the two districts included in this proposal. The reading skill deficiencies of students were determined by analyzing student achievement on State and national tests; the reading skills of parents were determined by assessing the highest level of educational attainment by parents and referencing the literacy studies conducted by the Literacy Council of Central Alabama (LCCA). Recent data collected by LCCA showed that 25% of adults in Lowndes and Perry Counties were functionally illiterate, unable to read street signs, compared to 16% nationally (Literacy Council of Central Alabama, 2009). Also, it was found that below grade level reading performance by students was related to low educational achievement of parents. The Steering Committee guiding the development of the proposed program, with input from each school, carefully examined the reading skill deficiencies of the students and families and determined that the goal of the proposed project should be to Transform School Libraries to Facilitate a Culture of Literacy. To achieve this goal, the high illiteracy rate among parents had

to be considered and strategies to combat the negative effects of parental illiteracy incorporated into the strategic plan for developing a Culture of Literacy, so *that the services that will be provided by the proposed project are appropriate to the needs of the intended recipients*. The transformation will include increased 1) fiction and nonfiction collections, 2) technology, 3) Saturday and summer access for students and families, and 4) collaboration between teachers and library media specialists. The strategies to eliminate parental illiteracy include offering literacy classes on Saturdays during the extended library hours and providing e-readers for families to check out so that parents and children can listen to books being read to them as they follow the text. Creating a cultural change is difficult; but if one has identified the obstacles to change and has the ability, resources, and commitment to remove the obstacles, change is possible. We are confident that revitalizing our school libraries will be a great step toward creating a Culture of Literacy.

Competitive Priority 2. Professional development activities emphasizing collaboration between teachers and library media specialists will promote a coordinated effort to 1) increase family involvement in all facets of the educational process, 2) promote a cooperative approach between teachers and library media specialists to increase reading levels, and 3) increase awareness of library resources available for integration into curricula. Library media specialists will coordinate purchases and activities to enhance classroom effectiveness, and teachers will become more reliant on library media specialists to provide the resources to support classroom learning. Teachers and library media specialists will encourage and embrace family participation in the learning process including 1) family involvement in library activities/classes, 2) family members learning to use educational technology to assist children, and 3) family members' presence at the school library setting an example of the importance of literacy.

(D) Adequacy of resources.

The proposed project is requesting [REDACTED] per year for two years of program implementation to serve 3,808 elementary and secondary students resulting in [REDACTED] per student per year.

Knowing that a quality school library program impacts student achievement in reading by 5 – 15% (Lance, K. C. & Loertscher, (2005), access to quality reading materials is the most powerful predictor of the amount of time students will spend reading (McQuillan, 1998); and the more students read, the better readers they become (Krashen, 2004) makes this program a worthwhile investment.

Each of the eleven schools included in the proposed project will receive approximately [REDACTED] per year to update its library's collections and technology, provide professional development for its library media specialist and teachers, provide classroom literacy materials, and extend its library's hours to include Saturdays throughout the year. Children at these schools will witness a significant transformation in their school libraries resulting in 1) having the opportunity to read e-books on an e-reader, 2) having access to the internet more frequently, 3) having the opportunity to select reading material from more than 10,000 new titles, 4) being able to visit the library on Saturdays with their families to introduce them to the new technology and collections, 5) experiencing their teachers and library media specialists collaborate on projects such as using GoogleEarth on the new computers in the library to complete a geography project or using Alabama Virtual Library to see images from Hubble. The proposed project is a comprehensive effort to improve teaching and learning and supports rigorous academic standards in that it will elevate the quality and accessibility of eleven school libraries to promote 1) learning and teaching that is fully integrated into the curriculum to promote students' achievement of learning goals, 2) collaborative planning and curriculum development, 3) an increase in students' reading,

viewing, and listening for understanding and enjoyment, 4) the larger learning community's intellectual access to information and ideas for learning, and 5) flexible and equitable access to information, ideas, and resources for learning. The resources *are* adequate to have a significant impact on our students' day-to-day learning experiences and achieve the goal and objectives of the proposed project.

The project evaluation reports will be generated by project staff quarterly and reviewed by the project Steering Committee to determine if the proposed project is meeting its objectives and if modifications are necessary. Evaluation reports will include project implementation fidelity, student achievement, project satisfaction surveys from all stakeholders, school library usage data, and classroom literacy bag usage data.

(E) Quality of the Management Plan.

The project personnel will consist of a Project Director, Dr. Benitha Mathews employed at 50% effort, located in the Lowndes County Public Schools and a Site Coordinator, Ms. Charlotte Oglesby employed at 20% effort, located in Perry County Schools. Both key staff members are highly qualified for the required responsibilities and have extensive experience working in school libraries. Their vitas are attached.

The external evaluators, Jeffrey Gorrell, Ph.D. of George Mason University and Tina Vazin, Ph.D. of Alabama State University, have considerable experience in program evaluation and statistical analysis. Their vitas are attached.

Jian Zhang, MLS, of Alabama State will serve as an expert consultant. Jian Zhang is an expert in trends in library media and integration of library services into school curricula. His vita is attached.

The qualifications and effort contribution of all project staff are adequate to ensure that the proposed project is implemented effectively, within budget, and meets the project goal and objectives. Table 8 shows the responsibilities for all project staff and external evaluators.

Table 8: Position Responsibilities for Program Staff and Evaluators

Staff Position	Position Responsibilities
Project Director 50%	Will meet with the Steering Committee to plan, implement, and modify proposed program; plans, organizes, staffs, directs and evaluates program activities to meet goals; manages fiscal operations including budget development and authorization of expenditures; develops, directs and implements public relations and communication strategies to support program goals and increase community awareness of program; collaborates with community groups to strengthen and expand the coalition; monitors trends, legislation and regulations that are relevant to the program’s mission and makes program and advocacy recommendations to the advisory council prepares and submits all required reports to the funding agency; researches, prepares, and submits proposals for additional funding opportunities
Perry County Coordinator 20%	Will oversee the project operation at in Perry County. Will also direct materials development, training delivery scheduling, submit requisitions for all purchases, prepare district level reports, attend meetings.
External Evaluators	Design evaluation instruments as needed; Collect qualitative and

	quantitative data; prepare reports for in-house use and for Annual Reports; prepare all evaluation instruments; work closely with Program Director to make data-driven program modifications.
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The proposed project's timeline indicating project tasks and responsible staff is presented in Table 9 (**Absolute Priority C**)

Table 9: Timeline for Proposed Project

Transforming School Libraries to Facilitate a Culture of Literacy				
Timeline: Year 1				
Plan of Action	Activity Required	Date Initiated	Date Completed	Responsible Member
Notification of funding	Notify Governor, State Superintendent, US and State Representatives and Senators	10/1/12 (or date of award announcement)	10/05/12	Project Director
Announcement released to community of impending funding	Schedule local press conference and send a press release to local newspapers	10/1/12	10/10/12	Project Director
Recruit staff for any unfilled positions	Publish job announcements	10/1/12	Until filled	Project Director
Assess library fiction and non-fiction deficiencies	Submit purchase orders for fiction and non-	10/15/12	Ongoing	Project Director, Site

	fiction printed material			Coordinator, LMS
Purchase e-readers, computers, document readers, e-books	Submit purchase orders for all technological equipment	10/15/12	Ongoing	Project Director, Site Coordinator, LMS
Purchase K – 6 Classroom Literacy Bags	Meet with teachers, submit purchase orders for books and bags	10/30/12	Ongoing	K – 6 Teachers, Project Director, LMS, Site Coordinator
Professional Development for teachers, LMS	Recruit workshop presenters and schedule workshops	11/1/12	Ongoing	Project Director, Site Coordinator, LMS
Schedule Saturday Library Hours	Recruit staff, schedule hours	11/1/12	Ongoing	Project Director, Site Coordinator, LMS
Schedule Advisory Board Meeting	Hold initial meeting for Advisory Board	1/15/13	1/30/13	Project Director, Advisory Board,

				Evaluator, Superintendent
Present program at PTA meetings	Request for program presentation to be placed on agenda	1/5/13	Present twice per year	Project Director
Stakeholders' Advisory Board Data Review Meeting	First year student, teacher, school performance data reviewed	3/30/13	4/15/13	Program Director, Advisory Board, Evaluator, Superintendent
Prepare Annual Report	Analyze data and prepare annual report	9/01/13	10/1/13	Project Director, Site Coordinator, Program Evaluator

The quality, commitment, and effort of project personnel, the extensive planning of the project that has spanned two months and included representatives from all stakeholder groups, the comprehensive evaluation plan, and the eagerness of all school staff, students, parents, and community members to have access to quality libraries will ensure that the delivery of high-quality products and services from the proposed project.

(F) Quality of Project Evaluation.

The International Educational Services, LLC, will conduct the specified program evaluation.

The two evaluators, Jeffrey Gorrell, Ph.D. of George Mason University and Tina Vazin, Ph.D. of Alabama State University, have considerable experience in program evaluation and statistical analysis. Their vitas are attached.

The success of the proposed project will be based on two factors. One is to increase the availability, accessibility and usage of up-to-date school library media resources. The other is to improve the reading skills of students at participating schools. The evaluation design will include an examination of anticipated outcomes as the project is implemented, supporting ongoing revision of the program for improved success in meeting the project goal and objectives.

Evaluation information, including ongoing student assessment, the usage of school library media resources at the regular and extend library hours, level of coordination of learning activity with the school library, and professional development evaluation will all drive project implementation.

See Table 10 for the method of measurement for each objective.

Table 10: Objectives and Methods of Measurement

Objective	Method of Measurement
There will be a 5% increase in the number of 3rd – 8 th grade students who score at the proficient level on the reading portion of their Alabama Reading and Math test at each grade level in each district each year of program implementation.	The 2013 average ARMT scores for each grade level in each district will be compared to the 2012 average ARMT scores for each grade level in each district and for each year of program implementation.
There will be a 5% increase in the number of	The 2013 average Alabama High School

<p>high school students who pass the reading test on the Alabama High School Graduation Exam each year of program implementation.</p>	<p>Graduation reading scores in each district will be compared to the 2012 average scores for each year of program implementation.</p>
<p>There will be a 15% increase in the number of checked out reading materials during the 2011-2012 year and each year of program implementation.</p>	<p>The number of books, including e-books, checked out at the end of the 2012-2013 year will be compared to the 2011-12 and continued for each year of program implementation</p>
<p>Five-hundred students and parents in each of Lowndes and Perry Counties will visit the libraries on Saturdays during the year.</p>	<p>There will be a sign-in form at the door at each library opened on Saturdays for everyone to sign upon entering. The numbers will be counted at the end of the year for each library and each district. (Quarterly reports will be prepared for analysis as well)</p>
<p>All library media specialists will participate in professional development activities during the year.</p>	<p>Attendance will be taken at each professional development activity for library media specialists.</p>
<p>Twenty-five percent of teachers in each district will coordinate a learning activity with the school library.</p>	<p>A form will be developed for all library media specialists to complete each time he/she coordinates an activity with a classroom teacher.</p>
<p>Students, teachers, and parents will indicate a higher level of satisfaction with their school library holdings and services.</p>	<p>Library use and satisfaction surveys for students, teachers, and parents will be developed and administered at the beginning and end of the</p>

	<p>2012-2013 school year and each successive year of implementation and the results of the survey will be compared and evaluated for each library in each district.</p>
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The project evaluations encompass two components. One is overall project evaluation in term of examining the project goal. The second component is to examine the quality and effectiveness of project services and management. Logic model (Table 7) is the guild for our planning, performance measurement and evaluation strategies. In order to examine the project goal, the evaluator will conduct **formative** evaluation which the evaluator will use extensive participant feedback, careful documentation of participation and their progress, and bring implementation to a point of stability and clarity where it could be **summatively** evaluated.

The implementation monitoring at the beginning of the project will start with an initial meeting with project staff, teachers, library media specialists, and student and parent representatives. The purpose of the initial meeting will be to form the evaluation questions, project focus, build consensus among groups, and create an opportunity for program participants to be involved in evaluation process.

The summative evaluation will begin by validating that the specified program approach is being implemented as specified. This involves interviews with project personnel and participants and observations of the program in operation. The evaluator will review quarter and annual evaluation activities (including qualitative and quantitative data collection and analysis), completing evaluation documents for every activity and quarterly review of progress to use findings for improvement. The evaluator will hold an annual evaluation meeting to update, refocus, interpret interim findings, and examine the program's strengths and weaknesses,

progress toward the program outcomes, characteristics of students and libraries who are making adequate progress and characteristics of those who are not making adequate progress, implementation problems which have emerged and methods being used to address these, what outcomes are occurring that were not expected, participants' perceptions of the program, and what new ideas are emerging that can be tried out and tested. These data will allow us to track project outcome objectives. The evaluation activities described includes both qualitative and quantitative measures. Quantitative measures include Saturday library usage, library holdings usage, attendance records of teachers and library media specialist in professional development activities, pre-test and post-test data from K – 8 ARMT scores, and library-user satisfaction surveys.

Qualitative measures include interviews and observations of the proposed project in action. All forms of evaluation will be used in making programmatic changes. These measures will allow for successful program replication in other sites with similar demographics. In addition to the methods of measuring program effectiveness described in Table 10, the following GPRA data will be collected:

- (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 on State reading or language arts assessments under section 1111(b)(3) of the ESEA.
- (3) The percentage of participating 8th-grade students who meet or exceed proficiency on State reading or language arts assessments under section 1111(b)(3) of the ESEA.
- (4) The percentage of participating high school students who meet or exceed proficiency on State reading or language arts assessments under section 1111(b)(3) of the ESEA .

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