

PROJECT REALITY

Reading Elevates All Learners through Integrated Technology for Youth

FINAL REPORT 2017

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Summary

Reading Elevates All Learners through Integrated Technology for Youth (Project Reality) grant addressed four goals to assist the ten schools selected to reach higher levels of achievement in the area of reading. HISD implemented the Project REALITY grant for a two-year period 2014-2016, and was allowed an extension of time to complete all grant activities until June 2017. The students participating in these schools all had summer programs which would allow Houston ISD to use the funds for the students. The Houston ISD bookmobile proved to be an enticing enrichment for the students. It was at this point, that Houston ISD determined that the remaining funds would allow the District to purchase books for the bookmobile that would put books in the hands of students.

The Houston ISD implemented the Project REALITY grant for ten schools with 7,060 students that participated in this grant. These students benefitted not only from the computer materials they received but also the training received by teachers and parents on how to use technology to instruct their children. Librarians are not only providing more opportunities for children to access books but also using technology to learn in the library, classroom and at home.

Project Reality proposed four goals for accomplishment during the grant period.

- Goal 1: 85% of participating students will be able to begin school ready to read and learn. Eighty-eight percent of students participating in the program were deemed ready to begin school ready to read and learn based on librarian/teacher survey.
- Goal 2: 75% of the participating students meet state standards in STAAR reading language arts assessment. Eighty percent of the students taught by teachers met standard on the STAAR reading language arts assessment as reported by librarian/teachers on the end of program survey. Goal 2 was met at a higher percentage level of students 80% were able to meet State standard than the projected goal of 75% set forth in the grant.
- Goal 3: 80% of participating students and their parents will demonstrate knowledge of how to access resources to integrate technology that promotes literacy and reading. Eighty-one percent of participating students and 68 percent of parents demonstrated knowledge of how to access resources to integrate technology that promotes literacy and reading as reported by librarians'/ teachers' survey. Students met goal 3 but parents did not.
- Goal 4: At least 80% of Project Reality students achieve gains in reading as measured by the STAAR. Eighty-five percent of Project Reality students achieved gains in reading as measured by STAAR assessment as reported by librarians'/ teachers' survey.

The four goals proposed by this grant were achieved and teachers, students and parents have benefitted not only from the purchased i-Pads but also from the training provided by library staff and community resources such as the Houston Children's Museum, Houston Museum of Natural Science, and Houston Area Urban League. This additional report will also include the extended year activities, which emphasized goal 3.

Program Goal

GOAL: Goal 3: Increase student and parent access to literacy resources.

Objective 3:1 – At least 98% of the students will receive at least two books to take home yearly.

HISD Bookmobile

The HISD Bookmobile visited parks and community centers during the district's summer program. The bookmobile began on May 31, 2017 and ended June 29, 2017.

The funds paid for books and the librarians who drove the bookmobile and distributed books to students.

The books were purchased from Scholastic Books located in Houston. A schedule was created and each school was given this schedule so that teachers would be aware of it. The bookmobile schedule is below.

Summer School Enrollment

School	Summer Enrollment	Contact	Telephone
Elmore	140		713.672.7466
Frost	126	Rawlins	713.732.3490
Codwell	150	Garcia	713.732.3580
Fonwood	168	Hahn	713.633.5150
Hilliard	175	Hawkins	713.635.3085
Lewis	279	Boykins	713.845.7453
Marshall	280		713.636.4606
Law	90	Boyle	713.732.3630
Reynolds	175	Walker	713.731.5590
Shadydale	300		713.633.5150

Prepared - 06/05/2017

The chart below shows the Approved budget and reason for change which was done to provide reading materials for the Summer.

Commitment Item	Name	Approved Budget	Budget Change	Objective(s)	Reason for Change
6399000000	General Supplies	\$23,380.60	\$9,000	1.2; 1.3; 2.1	To enhance STAAR reading scores by continuing to provide quality library reading materials
6399000000	General Supplies	\$14,380.60	\$11,880.60	4.2	To provide reading materials for the bookmobile to be given to the students for their personal home collections and for participation in the summer reading program.
6399000000	General Supplies	\$2,500	\$2,000	3.1	Refurbish bookmobile to meet the increased demand for campus visits and book distribution; accommodate more items with the use of crates and a built-in storage/seating area inside; The crates will allow for organizing the books by grade/age level and permit a more efficient distribution of the materials.
6299000000	Misc Contract Srvcs	\$11,099.45	\$7,000	3.1; 4.2	Funds to cover the transportation employees pay to refurbish the bookmobile

We were not allowed to refurbish the bookmobile because of time constraints. We used the bookmobile in its original state and used those funds for more books. The money that would have been used for the workers to refurbish the bus was used to pay librarians to manage the bookmobile during the summer.

HISD Bookmobile Summer Schedule 2017

May 29 - June 2, 2017

	May 29	May 30	May 31	Jun 1	Jun 2
Time	Monday	Tuesday	Wednesday	Thursday	Friday
<i>Librarians</i>			Cheryl Hensley Jo Reed	Cheryl Hensley Jo Reed	Cheryl Hensley Jo Reed
9:00-10:00	Memorial Day		Frost	Reynolds	Garden Oaks
10:30-11:30			Law	Lewis	Oak Forest
12:00-1-:00			Codwell (Mading)	Oates	
1:30 – 2:30				Scroggins	

June 5 - 9, 2017

	Jun 5	Jun 6	Jun 7	Jun 8	Jun 9
TIME	Monday	Tuesday	Wednesday	Thursday	Friday
<i>Librarians</i>	Cheryl Hensley Jo Reed	Sue Carnes TBA	Cheryl Hensley Jo Reed	Sue Carnes TBA	Kirsten Ficke Sue Carnes
9:00-10:00	Marshall	Elmore	Frost	Reynolds	Garden Oaks Oak Forest
11:30	Fonwood	Hilliard	Law	Lewis	
1:30	Shadydale	Moreno	Codwell (Mading)	Oates	
				Scroggins	

June 12 - 16, 2017

	Jun 12	Jun 13	Jun 14	Jun 15	Jun 16
TIME	Monday	Tuesday	Wednesday	Thursday	Friday
<i>Librarians</i>	Sue Carnes TBA	Sue Carnes TBA	Cheryl Hensley Jo Reed	Cheryl Hensley Jo Reed	Kersten Ficke Sue Carnes
9:00-10:00	Marshall	Elmore	Frost	Reynolds	Garden Oaks Oak Forest
10:30-11:30	Fonwood	Hilliard	Law	Lewis	
12:00 – 1:00	Shadydale	Moreno	Codwell (Mading)	Oates	
1:30 – 2:30				Scroggins	

June 19 - 23, 2017

	Jun 19	Jun 20	Jun 21	Jun 22	Jun 23
TIME	Monday	Tuesday	Wednesday	Thursday	Friday
<u><i>Librarians</i></u>	Cheryl Hensley Jo Reed	Sue Carnes TBA	Cheryl Hensley Jo Reed	Cheryl Hensley Jo Reed	Kirsten Ficke Sue Carnes
9:00-10:00	Marshall	Elmore	Frost	Lewis	Garden Oaks Oaks Forest
10:30-11:30	Fonwood	Hilliard	Law	Reynolds	
12:00 – 1:00	Shadydale	Moreno	Codwell	Oates	
1:30 – 2:30				Scroggins	

June 26 – June 29, 2017

	Jun 26	Jun 27	Jun 28	Jun 29	Jun 30
TIME	Monday	Tuesday	Wednesday	Thursday	Friday
<u><i>Librarians</i></u>	Cheryl Hensley Jo Reed	Sue Carnes TBA Sue Carne	Cheryl Hensley Jo Reed	Cheryl Hensley Jo Reed	
9:00 – 10:00	Marshall	Elmore	Frost	Lewis	
10:30 – 11:30	Fonwood	Hilliard	Law	Reynolds	
12:00 – 1:00	Shadydale	Moreno	Codwell	Oates	
1:30 – 2:30				Scroggins	



Program Overview

For the proposed project, Reading Elevates All Learners through Integrated Technology for Youth (Project Reality), Houston Independent School District (HISD) identified ten high poverty schools that serve high-need students, where the education gap — as exemplified by low academic achievement, low socio-economic status, and high poverty — had a demonstrated significant E.D. (economically disadvantaged) need, as shown in **Table 1**.

Table 1. Ten Participating Elementary Schools and HISD by Economically Disadvantaged-2014-15 and 2015-16											
Campus	ED-2014-15	ED-2015-16	Campus	ED-2014-15	ED-2015-16	Campus	ED-2014-15	ED-2015-16	Campus	ED-2014-15	ED-2015-16
Codwell	96	84	Frost	100	83	Lewis	97	83	Shadydale	98	89
Elmore	95	79	Hilliard	95	83	Marshall	85	77	Cohort	95	85
Fonwood	99	99	Law	89	87	Reynolds	96	89	HISD	80	76

The proposed project seeks to serve 7,060 students and, approximately 1,603 community children who are under age five. The ten schools have an average of 99% minority enrollment, 95% poverty rate, where 82% are at risk of educational failure in 2014-2015.

Table 2. Selected Demographics in Participating Schools and HISD (2014-15 & 2015-2016)									
Schools	Enrolled (#)	Ethnicity (%)				ED (%)	ELL (%)	At-Risk (%)	Number Enrolled below K
		AA	H	A/O	W				
Cohort 2014-15	7,060	66	32	1	1	95	24	82	1,603
HISD 2014-15	211,552	25	62	5	8	80	30	57	13,000
Cohort 2015-16	7,059	63	32	1	1	85	21	81	1,483
HISD 2015-16	215,157	25	62	5	8	76	30	66	13,000

Source: HISD Research & Accountability Department, 2014-15 & 2015-16 (AA -African American, H - Hispanic, A/O - Asian/Other, W – White), ED – Economically Disadvantaged, ELL – English Language Learners, and Number enrolled below Kindergarten.

Table 3 reveals that only a few students are proficient in Reading, based on the National Percentile Ranks (NPR) relative to other students in the same grade in the national norm reference group. Most of the students are not performing at or above grade-level in Reading.

Table 3. Reading STARR Results for Grades 3 through 5, Percent Met Standard (April 2014-2015 and 2015-2016)*

	3 rd Grade		4 th Grade		5 th Grade	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Cohort	53	51	46	58	57	50
HISD	70	66	63	69	68	64
State-Texas	76	74	73	77	78	75

**Source: HISD April 2014 and 2015 Reading STARR Results.*

The cohort schools have a history of low academic achievement. In April 2014, the 3rd, 4th and 5th graders at the cohort schools did not do as well as their peers in HISD and Texas overall on the State of Texas Assessment of Academic Readiness or STARR. As shown in Table 3 the performance GAP in 2014-15 for the cohort’s third graders was between 18% and 25% lower in reading compared to HISD and the State, for fourth graders, the gap was between 17% and 24%; and for the fifth grade, the gap was 20% and 28%. The performance GAP in 2015-16 for the cohort’s third graders was between 15% and 23% lower in reading compared to HISD and the State, for fourth graders, the gap was between 11% and 19%; and for the fifth grade, the gap was 14% and 25%. The GAP was decreased by 3 percentage points at 3rd grade between cohort and District and by 2 percentage points at 3rd grade between the cohort group and the State performance. The GAP was decreased by 10 percentage points at 4th grade between cohort and District and by 19 percentage points at 4th grade between the cohort group and the State performance. The GAP was decreased by 14 percentage points at 5th grade between cohort and District and by 25 percentage points at 5th grade between the cohort group and the State performance.

Program Description

The Houston Independent School District proposes to build on the current infrastructure, by implementing promising new strategies: The proposed project is aligned with HISD’s new major initiative Literacy by 3 Plan, to be launched districtwide in 2014-2015, which aims to have every child reading at or above grade level by the end of third grade. This initiative is based three key components: guided reading, independent reading, and teacher-facilitated read-alouds at the elementary level. The project’s design strategies can be scaled up to meet the needs of all students, regardless of their ethnic, cultural, linguistic, and socio-economic background. Project Reality will implement the following promising strategies.

Professional Development for Teachers: In addition to professional development on leveled and guided reading strategies, teachers will be trained to integrate technology into the classroom, using digital content and blended learning strategies in order to make reading engaging and more meaningful to students.

Professional Development for Librarians Librarians/library staff will receive professional development on integrating technology and applications to support the teachers and to make reading engaging and more meaningful to students.

Professional Development for Daycare/Early Child Teachers: The project will provide professional development to Early Childhood teachers to promote literacy for children (PK and K). Through the project, HISD will provide language and literacy-based training, including on integrating technology and applications relevant for early childhood education teachers at the project schools (Wasik & Bond, 2001; Whitehurst et al, 1988; Robert & Neal, 2004).

Training for Parents and Family Literacy Activities: HISD will partner with internal and external providers to create courses designed to strengthen families by developing life-long learners. A parent involvement, school readiness program, will provide home instruction for parent participants of 3-5 yr olds. The school will hold family literacy nights (two per month) during the school year, and provide extended library hours. Training for parents of children with disabilities will also be provided.

Parent Literacy Resource Center (PLRC): Each school will have a Parent Literacy Resource Center (PLRC) housed in the library; the center will be open to parents before and after school, during the school year, and summer. Parents will be able to check out books and other materials to take home, as well as receive free books, periodicals, and e-books. Parent centers offer an excellent strategy for schools to involve culturally-diverse families in the educational process. (Correa, 1989; and Padak & Rasinski, 2003).

Campus-based Upgrades to Library Facilities and Resources: HISD will update the quality, size, and modality of library books and other materials, as well as expand access to technology and Internet-based resources. Through the school library enhancements made possible through the grant, each school will provide fully-imbedded blend-learning models to support differentiated instruction and learning styles. Students will be able to engage in technology supported project-based learning, collaborative strategies, and the creation of learning of learning communities.

Literacy Outreach Efforts: During the family Literacy Nights scheduled throughout the school year at the participating schools, the Houston Public Library (HPL) Mobile Express ---a “computer on wheels” will bring library services, access to technology and family and parent literacy training to the ten schools in high-need neighborhoods. Through the project, HISD will retrofit an existing district van/small bus to send to the ten schools’ communities to promote literacy and reading. Through a collaborative approach, HISD will work with students, teachers, families, and community partners to increase student literacy and achievement in reading at the ten schools. The partnering organizations are culturally competent and routinely serve large populations of African-American and Hispanic constituencies and have been strong partners of HISD across many initiatives spanning many years.

Purpose of the Evaluation

The purpose of this evaluation is to report summative data for the second year of a two-year (2014-2015 and 2015-2016) Reading Elevates All Learners through Integrated Technology for Youth (Project Reality) grant which includes the following 10 schools: Codwell, Frost, Lewis, Reynolds, Law, Fonwood, Hilliard, Elmore, Shadydale, and Thurgood Marshall.

Literature Review

A child’s ability to read is universally considered the key indicator for assessing the quality of basic education. “Inadequate reading ability in primary school is among the most prominent predictors of future disadvantage in terms of educational, social, and economic outcomes” (Wagner, Castillo, Murphy, Crofton, & Zahra, 2014, p. 120; Levy & Murnane, 2004). Children become literate by being surrounded by print and observing others interact with print (Weinberger, 1996). Consequently, parents may play a pivotal role in helping their children become emergent readers.

In recent years, the advent of low-cost mobile tools has led to an expansion of interventions that are designed to improve student learning and literacy outcomes, particularly in areas without physical libraries (Wagner, Castillo, Murphy, Crofton, & Zahra, 2014). Many of these initiatives are focused on improving reading for economically-disadvantaged students in high-poverty geographical areas. The advancements in technology have broadened the availability of strategies used by teachers and librarians to promote literacy in K-12 education. These technologies help

teachers create more accessible environments to deliver differentiated instruction and promote student engagement (Pitler, Hubbell, Kuhn, & Malenoski, 2007). Technology-based communication has been found to enhance students' real-world experiences to explore ideas and apply critical thinking skills through multimodal teaching strategies (McPherson, 2008).

In the past, reading and literacy-focused instruction relied heavily on resources that were limited to inputs, such as texts, chalkboards, and workbooks in a classroom setting (Wagner, Castillo, Murphy, Crofton, & Zahra, 2014). However, as students become more technologically-competent, schools must adopt an expanded concept of 'text' beyond those that are print-based and that "limit the possibility for multiple discourses in the classroom" (New London Group, 1996, p. 61). Expanded concepts must include technologies, such as digital books and mobile libraries that have the capability to reach communities who are most in need of print-rich environments. Using various electronic media allows students to integrate their "own cultural and social understandings" (Phelps, 2006, p. 4), while creating a mobile environment that expands accessibility to students beyond the traditional classroom format. Incorporating intuitive learning technologies help teachers overcome academic challenges of teaching children how to read through means that are engaging and cost effective (McPherson, 2008).

Numerous research studies have examined the impact of using technology in literacy instruction. Asselin (2011) noted the benefits of joint collaborations between classroom teachers and librarians that expose students to new technology while improving students' academic skills. Leu, Kinzer, Coiro, and Cammack (2004) found that technology and literacy instruction enhance students' abilities to identify questions, locate relevant data, evaluate concepts, and synthesize information to answer those questions (p. 1572). Moreover, students develop effective communication skills to answer critical questions explored through the use of technology. The school librarian can play a key role in helping students and teachers attain the information needed to reach critical milestones in learning.

Contrasting views are found in the research on how to build the child's literacy skills through parental involvement. Some studies note parent's lack of skills to teach reading to their child, which could hinder the child's literacy progress (Tizard, Schofield, & Hewison, 1982; Tizard, Blatchford, Burke, Farquhar, and Plewis, 1988). Nevertheless, there is a consensus among researchers that children who read at home have the highest standardized reading scores

(Weinberger, 1996). As a consequence, there may be benefits in developing programs that effectively train parents on how to build their child's literacy skills.

Strommen and Mates (2004) maintain that if literacy competence can be attained through reading for pleasure, then, "encouraging a child's love of reading is a desirable goal" (p. 199). Recognizing students' reading interests and building on those interests using technology offers an alternative mode of instruction for teachers in all content areas. Furthermore, Partin, and Hendricks (2002) suggested that expanding the notion of text to include popular culture and music, the Internet, and magazines acquired using technology could expand opportunities for students to become critical consumers of texts and develop a desire to learn.

Finally, "the primary way to learn to read is by reading" (Weinberger, 1996, p. 6). Therefore, technology and mobile strategies should not be applied independent of purposeful instructional goals using resources, such as parents, teachers, and librarians (King-Sears, Swanson, and Mainzer, 2011). While the use of tools, such as book mobiles and digital devices, may be instrumental in helping children attain and improve literacy skills, it is important that student's learning, review, and practice be relevant to specific, attainable educational goals. Appropriate and specific training for educators and parents on how to use the tools may complement student success toward these goals (Sears, et al., 2011).

Program Results by Goal and Objectives

Goal 1: Promote early literacy and prepare young children to read.

Objective 1:1 – By the end of the project period, 80% of the participating parents will be trained in how to help their child access literacy materials.

1. The objective's summary of final outcomes.
The following progress has occurred to support the above goals:

Participating schools have implemented Family Literacy Nights which started the challenge of providing parents information on how to help their children access to literacy materials. Family and Community Engagement (FACE) scheduled parent training courses for both 2015 and 2016 and are described below.

2. Educational Implications: Participating parents were trained in how to help their child access literacy materials at all ten program schools. The 80% parent participation level was reached by implementing the following courses available to school staff and parents through the Family and Community Engagement website. <http://www.houstonisd.org/Domain/8339> Parent sign-in sheets are available at each of the ten schools documenting attainment of the 80% parent training level.

Workshops for **school staff** related to literacy included the following:

Partnering with Parents to Build Literacy

This workshop provides information on how families can work with schools to help support literacy actions at home.

Workshops for parents related to literacy included the following:

Academic Parent-Teacher Teams (APTT)

Learning doesn't just happen in the classroom, and research shows that parents play a large part in their child's academic success. So what if parents knew exactly how to help their children learn with a stopwatch, a pack of playing cards, or a pair of die? Elementary schools across HISD are participating in the [Academic Parent-Teacher Teams \(APTT\)](#) program to empower parents to prepare their children at home for academic success. Parents in the program learn about foundational skills, examine assessment data, set goals for their children's achievement, and learn simple games and activities to help develop their students' competency. Parents leave the meeting empowered to help their children learn, teachers gain instructional partners, and children develop academically at school and at home. To learn more about APTT, visit HoustonISD.org/APTT.

The [Family Learning Academy](#) connects families with the resources they need to help their children graduate from high school and be successful in their adult lives. HISD departments such as School Choice and Library Services and community institutions like the University of Houston, Catholic Charities, and the East End Chamber of Commerce offer workshops and information on topics such as HISD magnet and certification programs, applying to college, learning at home, and family leadership. To learn more about Family Learning Academy's upcoming events, visit HoustonISD.org/FLA.

Also available to parents is the FACE resource called: [School Guide to Family Literacy](#).

Family literacy programs have shown that parents and children can learn best when they learn together. Children whose parents are involved with them in literacy activities have been shown to score an average of 10 points higher on standardized tests (Sénéchal, 2006). Children learning with their parents can not only strengthen their learning skills, but can also positively enhance quality-of-life expectations. One key factor is to create a supportive atmosphere in which children and parents do not fear learning to read. Many schools are moving toward increased emphases on family engagement and on the role parents play in the education of their children.

Objective 1:2 – By the end of each project year, at least 90% of the four-year old children participating in the project will have achieved significant gains in oral language skills as measured by the end-of-year (EOY) assessments (GPRA 1).

1. The objective's summary of final progress

- [C-PALLS \(Circle Phonological Awareness Language and Literacy System\)](#)

C-PALLS is a pre-K assessment tool designed to measure young children's literacy and language skills (vocabulary, letter identification, and phonological awareness). It also includes scales for mathematical skills (numbers, counting shapes, and operations) and social-emotional skills. *(The C-PALLS is part of the mCLASS: CIRCLE Early Childhood Assessment and was developed by Wireless Generation in collaboration with Susan Landry, Ph.D., and the University of Texas Health Science Center's Children's Learning Institute (CLI). It is available at: amplify.com)* Test results are presented below by teachers to determine the progress made by the four year olds in the program.

2. Educational implications: C-PALLS+ results for spring 2016 are presented for Fonwood Early Childhood Center.

Table 4: Percent of Students Meeting C-PALLS Benchmarks in English* n=44		
Measures		% Meeting Benchmarks
Rapid Vocabulary		87%
Phonological Awareness	Syllabication	93%
	On-Set Rime	93%
	Alliteration	84%
	Rhyming I	91%
	Total	99%
Optional P.A.	Listening	59%
	Words in Sentences	93%
	Rhyming II	100%
	Total	*
Mathematics	Rote Counting	97%
	Shape Naming	96%
	Number Discriminating	97%
	Number Naming	96%
	Shape Discriminating	98%
	Counting Sets	98%
	Operations	91%
	Total	98%

*Four of the six areas tested in English met the 90% or higher benchmarks on the C-PALLS.

Table 5: Percent of Students Meeting C-PALLS Benchmarks in Spanish* n= 44		
Measures		% Meeting Benchmarks
Rapid Vocabulary - Vocabulario Rapido		97%
Conciencia fonologica Phonological Awareness	Division Silabica -Syllabication	97%
	On-Set Rime	Not Applicable
	Aliteracion - Alliteration	93%
	Rimas I - Rhyming I	100%
	Total	99%
CF Opcional Optional P.A.	Escuchar - Listening	100%
	Palabras de la Oracion Words in Sentences	98%
	Rimas II - Rhyming II	98%
	Total	*
Matematicas	Conteo de memoria - Rote Counting	97%
	Nombre de las figuras - Shape Naming	98%
	Reconocimiento de numeros Number Discriminating	99%
	Nombre de los numeros Number Naming	99%

Mathematics	Reconocimiento de figuras Shape Discriminating	99%
	Conteo de grupos - Counting Sets	99%
	Operaciones- Operations	98%
	Total	100%

***All five areas tested in Spanish met the 90% or higher benchmarks on the C-PALLS.**

Objective 1:3 – By the end of the project period, 50% of participating third grade students will be reading on grade level, at or above proficiency levels

1. The objective’s summary of progress

The following progress has occurred to support the above goals:

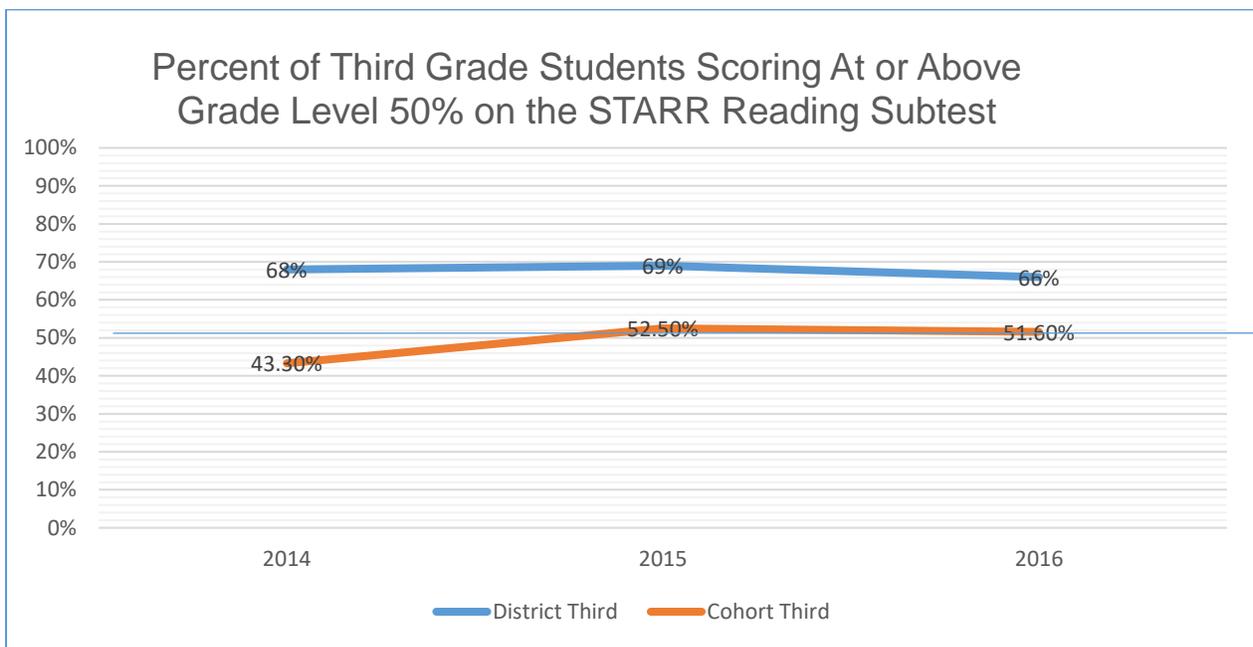


Chart 1: shows STAAR Third Grade Reading Percent Meeting Proficiency Level

- The percent of third grade students scoring at or above grade level was 52.5% in 2015 and 51.6% in 2016.
- Both cohorts of third grade students met the objective that 50% of participating third grade students would be reading on grade level at or above proficiency level
- District third grade students achieved a higher percentage of students above grade level than the program cohort group with 69% in 2015 and 66% in 2016.

2. Educational implications **Chart 1** shows that fifty percent of participating third grade students were reading on grade level both in 2015 and again in 2016.

Goal 1 Outcome: 85% of participating students will be able to begin school ready to read and learn.

Eighty-eight percent of students participating in the program were deemed ready to begin school ready to read and learn based on librarian/teacher survey. This objective was met above the 85% level projected in Goal I. (See Appendix A –Librarian/Teacher Survey).

Goal 2: Develop and improve students’ reading ability.

1. The objective’s summary of final outcome:

Objective 2:1 – By the end of the project period, the number of participating 3rd grade students who meet or exceed proficiency on State reading or language arts assessments will increase by 25% as measured by the previous year’s score (GPRA 2).

Chart 2: presents the percent of students who met standard for the Spring of 2013, 2014 and 2015.

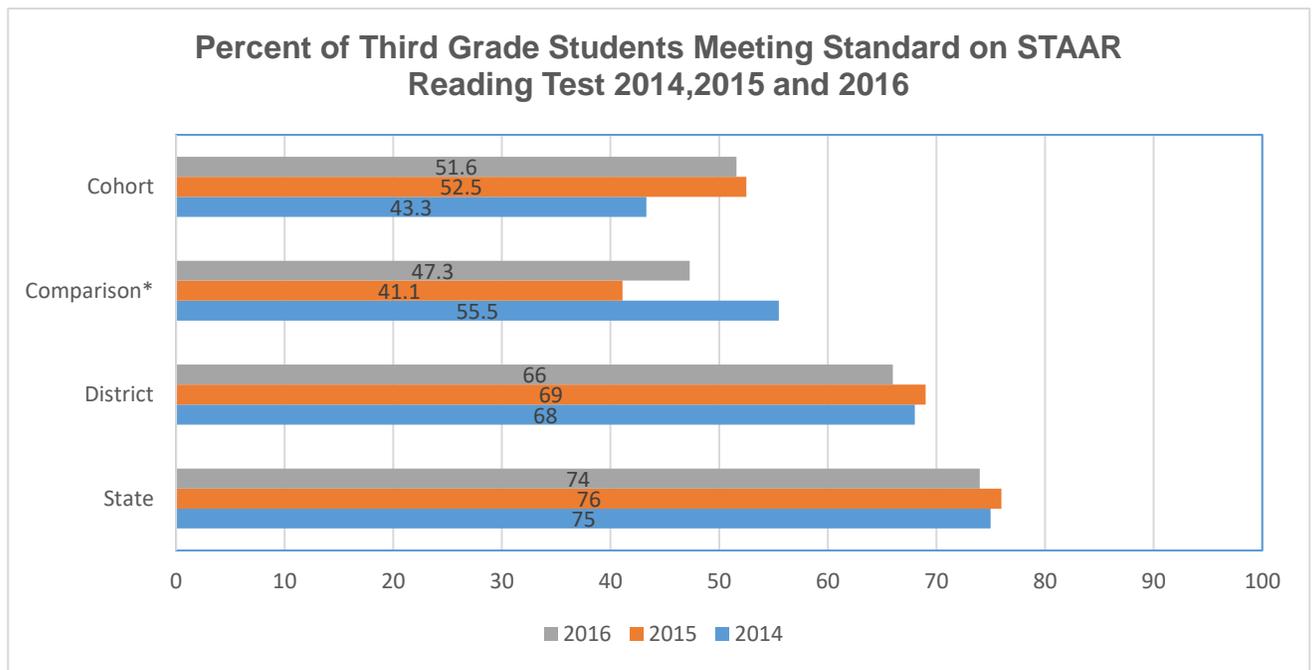


Chart 2: shows the percent of students above the 50th national percentile rate (NPR) at the end of 2012, 2013 and 2014.

Table 5. Percent of Third Grade Students Who Met Standard on State Reading Assessment 2014-2015 & 2015-2016 and Gain or Loss (Difference) Over An Academic Year						
Groups	2014	2015	Difference from 2014-2015	2015	2016	Difference from 2015-2016
State	75	76	+1	76	74	-1
District	68	69	+1	69	66	-3
Comparison*	55.5	41.1	-14.4	41.1	47.3	+6.2
Cohort	43.3	52.5	+9.2	52.5	51.6	-.9

*Comparison schools are ten HISD schools similar in enrollment, ethnicity, economically disadvantaged and geographic location as the treatment schools.

- The ten participating schools increased the percent of students meeting standard on the STAAR by +9.2 % between 2014 and 2015 and by -.9% between 2015 and 2016. The goal of a 25% increase was not met for either of the the two years of the project. However, the cohort group outperformed the State and District group both years of the evaluation.
2. Educational implications: The program cohort schools did not reach their targeted goal of 25% but they did increase the percent of students who met standard by +9.2% and -.9% which was a higher percentage gain than the State and District group. However, during this same time, the State and District group of third grade students who were administered the STAAR over the two year period demonstrated a lower percentage gain of students who met standard on the State reading assessment while the cohort group showed higher percentage of students showing gain.

Objective 2:2 – The participating local and school libraries will offer ten opportunities for educational interventions to all program participants as measured by sign in sheets.

1. The objective’s summary of final outcome:

Table 6. Ten Opportunities for Educational Intervention Provided by Local & School Libraries 2014-2015 and 2015-2016	
Task 2014-2015	Tasks 2015-2016
1. Purchased 20 iPad Minis for student use and 5 laptops	1. Free reading website Biblionasium (See Appendix B)
2. Digital Storytelling (Teacher Training)	2. Digital Storytelling (Implementation)
3. Scheduled HPL Mobile Express Unit for Parent Computer Training during Family Literacy Night (See Appendix C)	3.Scheduled HPL Mobile Express Unit for Parent Computer Training during Family Literacy Night
4. Hippy Program	4.Hippy Program
5. Extended Library Hours & Library Summer Hours Announced (Appendix D- Summer Extended Hours)	5. Extended Library Hours & Library Summer Hours Announced (See Appendix D-Bookmobile Summer Schedule)
6. Follett Light Box * (Teacher Training)	6.Follett Light Box* (Implementation)
7. Houston Area Urban League	7.Houston Area Urban League
8. Houston Museum of Natural Science. (Dome)	8. Houston Museum of Natural Science. (Dome)
9. Provided access to Family Literacy Involvement Program (FLIP Kits) from Children’s Museum	9. Family Literacy Involvement Program (FLIP Kits) from Children’s Museum and implemented at each campus.
10. Parent Literacy Resource Center (PLRC)	10. Parent Literacy Resource Center (PLRC)

* Lightbox™ is a multimedia educational space that encourages students to see learning in a whole new light. With Lightbox, students receive a true multimedia learning experience that incorporates audio, video, interactive activities, and much more across a variety of professionally developed curriculum.

Designed to inspire contemporary students, Lightbox incorporates videos, Google Maps, worksheets, audio, quizzes, and other exciting interactive features. Lightbox also integrates access to your eBook collections, Destiny® Library Manager™, Vocabulary.com, and other key sites.

Lightbox pricing starts at just \$40 USD a title for multi-user access and is perpetual for every school. Enhance digital learning throughout your school: [Order Lightbox on Titlewave](#), or contact your Follett representative today.

2. Educational implications: Ten opportunities for educational intervention were provided to all program participants during the 2014-2015 academic year and were repeated in 2015-2016.

Objective 2:3 – By the end of project period, 75% of participating English language learners (ELL) and culturally diverse learners will use reading strategies as measured by observations.

1. The objective’s summary of progress: Ninety-six percent or 22 of 23 teachers reported that 75% of participating ELLs and culturally diverse learners used reading strategies. This outcome was also observed through classroom visit observations.

2. Educational implications: English Language Learners developed effective reading strategies as measured by teacher survey results and classroom visit observations.

Objective 2.4 – By the end of the project, the reading gap between participating African-American students and White students in the District will be reduced by ten percentage points on STARR.

1. The objective’s summary of final progress:

Table 7				
	HISD Grade 3 Af. Am.	HISD Grade 3 White	GAP between Af. Am. & White Students	Target Goal -10%
Year	%	%	%	
2014	56	90	34	
2015	59	88	29	-5
2016	56	90	34	+5
	HISD Grade 4 Af. Am.	HISD Grade 4 White	GAP between Af. Am. & White Students	Target Goal -10%
Year	%	%	%	
2014	56	88	32	
2015	54	88	34	+2
2016	63	89	26	-8

	HISD Grade 5 Af. Am.	HISD Grade 5 White	GAP between Af. Am. & White Students	Target Goal -10%
Year	%	%	%	
2014	61	90	29	
2015	61	91	30	+1
2016	63	91	28	-2

2. Educational implications: The GAP between African American students and White students was reduced by -8% at the 4th grade level but the GAP increased at the 3th and 5th grade level. Overall, the GAP between the two groups was reduced by -5 % from 2014 to 2016.

GOAL 2: Are 75% of the students you teach meeting state standard in STAAR reading language arts assessment?

Eighty percent of the students met standard on the STAAR reading language arts assessment as reported by librarian/teachers on the end of program survey.

GOAL: Goal 3: Increase student and parent access to literacy resources.

Objective 3:1 – At least 98% of the students will receive at least two books to take home yearly.

1. The objective’s summary of final progress

1. Department of Library Services held a training session for project participants January 27, 2015.

The following agenda was provided to participants in attendance:

- **Introduction** – Liz Philippi Manager Library Services
 - Janice Newsum, Library Specialist
 - Sofia D’Arcy, Library Specialist
 - Gloria Dennis, Project Manager
 - Valerie Schillaci, Family and Community Engagement
- **Library Services:**
 - Assistance with ordering iPad Minis and laptops.
 - Group Activities for iPad.
 - General Supplies for Students.
 - Librarian’s Checklist
- **Participating Schools**
 - Codwell
 - Elmore
 - Fonwood
 - Frost
 - Hilliard
 - Law
 - Lewis
 - Thurgood Marshall
 - Reynolds
 - Shadydale
- **School Responsibility**
 - Partnerships and Scheduling
 - Houston Children’s Museum

- Circulation of Family Literacy Involvement Program (FLIP) Kit for parents and students
 - Houston Public Library Mobile Express Unit
 - Have local librarians bring application for library cards.
 - Schedule Mobile Express immediately – Computer training for parents.
 - Family & Community Engagement Department
 - HIPPY-Home Instruction for parents of Preschool Youngsters – Parenting Skills
- **HISD Bookmobile***
 - Parks and Community Centers

HISD newsletter article:

*Children living on the far north and south sides of Houston have a new reading resource this summer—and it will be coming to them.

HISD’s brand-new bookmobile will be visiting city parks in the North Forest and Sunnyside communities on alternating Fridays to provide children with a chance to pick out their own reading materials without having to visit a library.

The bookmobile made its debut at [Tidwell Park](#) (9720 Spaulding, 77016) on June 5, and will conclude its run on Aug. 7 at the [Sunnyside Community Center](#) (3502 Belfort, 77051). The bookmobile was made possible through a grant from the [U.S. Dept. of Education](#) and the district’s Transportation and Library Services departments.

“We bought everything in paperback, so if the books don’t come back, it’s no big deal,” said Manager of Library Services Liz Philippi. “But the idea is to create a culture of reading in neighborhoods with not as much exposure to books. We’ll help kids select something they like, and then say, ‘Look, if you come back next week, I’ll find you another one like it.’ It’s that repetition that gets kids hooked.”

Philippi noted that the Innovative Approaches to Literacy grant paid for everything but the bus and the gas, which HISD provides. “Without the Transportation Department, we wouldn’t be doing this,” she explained. “They let us use a bus, paid for the painting, and completely redid the interior so that we could have sliding bookshelves. I think they might be more excited about this than I am.”

- **Family Literacy Night Activities**
 - Planning a successful Family Literacy Night
 - Family Literacy Night Schedule

2. Department of Library Services held a training session for project participants April 23, 2015. The following agenda was provided to participants in attendance:

- **Program Overview**
- **Program Requirements**
- **Technology**
- **Book Order**
- **Scheduling Events**
- **Extended Library Hours**
- **Summer Reading Program at Community Centers**

3. Department of Library Services has planned a training session for project participants August 17, 2015.

The following agenda will be provided to participants in attendance:

- **Program Update**
- **Program Requirements for 2016**

2. Educational implications: Teachers are currently integrating Literacy Technology strategies into the classroom based on observations and principal statements regarding improved teacher lesson plans incorporating materials they purchased with their grant money.

Objective 3:2 – At least 75% of the parents/guardians will participate in parent engagement activities to strengthen n their child’s literacy attainment as measured by sign-in sheets/self-reported.

1. The objective’s summary of Final progress:

The Family and Community Engagement Department scheduled parent involvement activities for both 2015 and 2016 to strengthen their child’s literacy attainment. All parents including parents of special needs students were included in the training.

2. Educational implications:

FACE held workshops for parents and school staff throughout 2014 through 2016.

Objective 3:3 – By the end of the project, 80% of participating students will use technology to create literacy learning communities as measured by portfolios and other student projects.

1. The objective’s summary of Final progress:

Eighty-one percent of students participating in the program were judged to have the knowledge of how to access resources to integrate technology that promotes literacy and reading. This objective was met. Table 8 below shows the number of students in the ten participating sites who used Myon reading program and the number of participants who demonstrated progress.

Table 8: Number of Students Using Myon Reading Program and Number with Lexile Progress									
School	Total Number of Students	Time Frame	Books Finished	Books Opened	Time Spent Reading	# students read 5 or more books	# students read 10 or more books	most books read by single student	# students with Lexile Progress
10 sites	7670	05/29/15-08/23/15	3603	9113	579	166	108	93	10
10 sites	7149	08/24/15-05/25/16	37871	81190	7086	1950	1145	258	674
10 sites	7089	05/26/16-08/21/16	1828	3428	281	158	63	56	11

2. Educational implications:

This objective was met through the reading programs implemented at each of the ten participating campuses and the supplemental computer literacy program purchased for the ten campuses.

Goal 3 – Outcome: 80% of participating students and their parents will demonstrate knowledge of how to access resources to integrate technology that promotes literacy and reading.

Eighty-one percent of participating students and sixty-eight percent of parents demonstrated knowledge of how to access resources to integrate technology that promotes literacy and reading as reported by librarians/teachers survey.

Goal 4: Motivate older children to read

Objective 4:1 – By the end of the project period, 80% of participating teachers will integrate literacy technology strategies into the classroom, as measured by lesson plans and observations.

1. The objective’s summary of Final progress: Ninety-six percent or 25 of 26 teachers reported on the teacher survey that they integrated literacy technology strategies into the classroom. This outcome was also measured by observing teachers as they implemented the technology strategy.

2. Educational implications: This objective was met by librarians and teachers in Project Reality.

Objective 4:2 – By the end of the project period, at least 85% of participating students will participate in recreational reading as measured by self-report.

1. The objective’s summary of Final progress: One hundred percent or 26 of 26 teachers reported that 85% of participating students participated in recreational reading as measured by teacher survey.

2. Educational implications: This objective was met as reported by 100% or 26 teachers surveyed.

Objective 4:3 – By the end of the project, at least 80% of the participating fifth grade students will be reading on grade level, at or above proficiency levels.

Table 9. Percent of Fifth Grade Students Who Met Standard on State Reading Assessment STAAR 2014-2015 & 2015-2016		
	All 5 th grade Students	Target Goal 80%
Year	%	Dif. From Target
2014	68	-12
2015	69	-11
2016	64	-16

1. The objective’s summary of Final progress: This objective has not been met for the project in the spring of 2016 as measured by STAAR assessment.

2. Educational implications: Teachers need to target reading activities for fifth grade students to improve STAAR reading met standards to the target goal level described in objective 4.3 at 80%.

Goal 4: At least 80% of your Project Reality students achieving gains in reading as measured by the STAAR?

Eighty-five percent of Project Reality students achieved gains in reading as measured by STAAR assessment as reported by librarians/ teachers survey. Teacher perceptions of student’s performance are higher than the actual STAAR test results from the students.

Major Accomplishments

- Participating schools implemented Family Literacy Nights, both years of the grant, which provided parents information on how to help their children access literacy materials.
- Family and Community Engagement (FACE) scheduled parent training workshops in both 2015 and 2016. Parents of special need students were included in this training.
- Ninety percent of the four-year old children participating in the project achieved significant gains in oral language skills as measured by the C-PALLS. Four of the six areas tested in English (n=44) met the 90% or higher benchmark and all five areas tested in Spanish (n=44) met the 90% or higher benchmarks on the C-PALLS.
- The ten participating schools increased the percent of students meeting standard on the STAAR by +9.2 % between 2014 and 2015 and by -.9% between 2015 and 2016. The goal of a 25% increase was not met for either of the two years of the project. However, the cohort group outperformed the State and District group both years of the evaluation.
- Ten opportunities for educational intervention were provided to all program participants during the 2014-2015 and again in 2015-2016 school year.
- Ninety-six percent or 22 of 23 teachers reported that 75% of participating ELLs and culturally diverse learners used reading strategies. This outcome was also observed through classroom visit observations.
- The GAP between African American students and White students was reduced by -8% at the 4rd grade level but the GAP increased at the 3th and 5th grade level. Overall, the GAP between the two groups was reduced by -5 % from 2014 to 2016.
- Teachers are currently integrating Literacy Technology strategies into the classroom based on observations and principal statements regarding improved teacher lesson plans incorporating materials they purchased with their grant money.
- Eighty-one percent of participating students and sixty-eight percent of parents demonstrated knowledge of how to access resources to integrate technology that promotes literacy and reading as reported by librarians/teachers survey.
- Eighty-five percent of Project Reality students achieved gains in reading as measured by STAAR assessment as reported by librarians/ teachers survey.

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Appendix A

Project Reality Program Evaluation

Librarian/Teacher Survey 2015-2016

Sample Size n=26

Directions: Check the number in the response column that best describes your answer to the following items as a result of your participation in Project Reality. (1= Do Not Agree and 6 = Highly Agree).

ITEMS	N/A	Low		Average		High		% Avg. -High
	0	1	2	3	4	5	6	(n) - 3-6
1. Are 85% of Project Reality students ready to begin school able to read?	0	2	1	6	6	6	5	(23/26) 88%
2. Are 75% of the students you teach meeting state standard in STARR reading language arts assessment?	5	2	3	3	4	3	6	(16/20) 80%
3. Do 80% of parents demonstrate knowledge of how to access resources to integrate technology that promotes literacy and reading?	1	3	5	7	6	0	4	(17/25) 68%
4. Do 80% of students demonstrate knowledge of how to access resources to integrate technology that promotes literacy and reading?	0	2	3	5	7	2	7	(21/26) 81%
5. Are at least 80% of your Project Reality students achieving gains in reading as measured by the STAAR?	6	1	2	3	5	4	5	(17/20) 85%
6. Do you integrate literacy technology strategies into your classroom lesson plans?	0	0	1	1	5	2	17	(25/26) 96%
7. Do at least 85% of your students participate in recreational reading?	0	0	0	2	3	1 1	10	(26/26) 100%
8. Do at least 75% of the English Language Learners (ELA's) you teach use reading strategies?	3	0	1	2	5	6	9	(22/23) 96%

9. Overall, how valuable was Project Reality in positively impacting your classroom instructional practices?	1	0	1	0	5	1 1	8	(24/25) 96%
10. Will you continue to implement Project Reality technology strategies in you classroom after the program funding ends?	2	0	1	1	4	8	10	(23/24) 96%

Librarians/teachers comments: What did you like and what did you not like about the program? Use back of page.

What did you like? (*Individual teacher comments*)

1. Technology resources,
2. Extended summer hours,
3. Family/community engagement,
4. Project Reality provided books for recreational reading,
5. Flexibility in how the project was operated at each campus.

What did you not like about the program? (*Individual teacher comments*)

1. Administrative/logistical requirements,
2. Lack of follow-up,
3. Minimal collaboration among other Project Reality campuses.

No supportive evidence was provided by individual teachers.

Appendix B

Family Literacy Night

Planning Family Literacy Night

- Select the date for Family Literacy Night. Collaborate with your principal and make sure there are no conflicts about events for the week or month. Allow ample time for promoting the event.
- Select the time for the event. Make sure you allow enough time for parents to get home from work, but not too late for students' bedtime.
- Select a theme. Select a theme and organize all of the evening's activities around the theme. Send out a survey to find out what teachers are doing in their classrooms. Consider holidays because they make a great focal point.
- Order/obtain books for book giveaway. Order books right away or at least one month before your event so the books arrive in a timely manner. Select books that will meet the needs of the entire family, that is, from the very young to the oldest child (Pk-3rd).
- General Group Entertainment. This could include: student's work, student performances, author presentations, musicians, puppetry or magicians.
- Involve all Partners and Stakeholders. Share the date and time with teachers and school partners and ask them to host a break-out group activity or station. Include:
 - School librarian
 - After school programs
 - HISD Literacy Department
 - PTA/PTO
 - The Houston Public Library
 - Houston Museum of Natural Science (dome exhibit)
 - Houston's Children's Museum
- Promoting the event. Print posters to publicize the event and hang them around the school. Print flyers in English and any other target language and send them home with students. Make sure teachers know about the event and encourage their students to come. Be sure to include the event on any calendars or newsletters that get sent home to parents. Begin outreach 2-3 weeks in advance, and continue on a regular basis until the day of the event. Use your school's robo-call system if you have access to one.
- Finalize the agenda and assign all participating teachers and community partners to a role. Share the plan at least 1 week before the event so everyone has clear expectations. Tasks may include:
 - Staffing the sign-in table
 - Making the welcoming remarks
 - Providing translation for any presentations and activities
 - Leading break-out group activities
 - Being the point person to accept the food delivery
 - Serving dinner
 - Supervising book distribution
 - Announcing raffle winners
 - Clean up
- Half-Priced Books will give you gently used books for giveaways. Children can select as many as they want!

Supply List:

- Sign in sheets and pens
 - Raffle tickets, collection bucket, and prizes
 - Activity supplies (arts and crafts materials, books for read-alouds, etc.)
 - Microphone and sound system in the main meeting area
 - Copies of the agenda to distribute to everyone working the event
 - Food service rubber gloves for plating dinner
 - Paper plates, napkins, utensils, water/juice (if not provided by caterer)
 - If serving pizza, veggies to go alongside (carrots & dip work great)
 - Handouts for parents with tips on promoting literacy at home/Books to giveaway

Biblionasium

Biblionasium: A free website that motivates students to read independently.

Target Age: 6 – 12 years of age

Use: The teacher can create log-in for students or the program will generate the log-in. Lexile, DRA, Guided Reading levels or Reading Recovery can be entered for each student.

Titles: A book shelf may be created by the teacher, student or parent. These books may include titles that the children would like to read.

It is suggested that the 20 iPads be used for this program and possibly housed in the library and/or circulated to classroom teachers for classroom use.

Students are encouraged to use the Honor Code which is simply to:

- be honest (with your friends and about what you read),
- be kind (don't say hurtful things and be respectful of other's opinions) and
- be safe (don't share private information and don't use your real name with people you don't already know).

Kids receive badges for accomplishing various reading goals.





Appendix D

HISD Bookmobile Schedule

The HISD Bookmobile will bring wonderful books to you. The bookmobile will run every Friday. Please check the schedule below for dates and times in your area.

Where We're Going The Houston Independent School District, Department of Library Services will travel to parks and community centers for students attending these schools this summer: Codwell ES Elmore ES Fonwood ECC Frost ES Hilliard ES Law ES Lewis ES T. Marshall ES Reynolds ES Shadydale ES Read at least five (5) books, write a brief summary and receive a special treat. Bring your Summer Reading Log with you.

Park	Date	Time	Schools
Tidwell Park	June 5, 2015	9:30 – 12 pm	Shadydale – Fonwood- Marshall – Elmore- Hilliard
Sunnyside Center	June 12, 2015	9:30 a.m. – 12 p.m.	Reynolds – Lewis - Frost—Codwell - Law
Hobart Taylor Park	June 19, 2015	9:30 a.m. – 12 p.m.	Shadydale -Fonwood - Marshall-Elmore-Hilliard
Crestmont Park	June 26, 2015	9:30 a.m. – 12 p.m.	Frost - Codwell - Law – Reynolds - Lewis
Tidwell Park	July 3, 2015	9:30 a.m. – 12 p.m.	Shadydale - Fonwood - Marshall–Elmore- Hilliard
Sunnyside Center	July 10, 2015	9:30 a.m.-12 p.m.	Codwell - Law - Frost Reynolds - Lewis
Hobart Taylor Park	July 17, 2015	9:30 a.m.-12 p.m.	Shadydale - Fonwood - Marshall–Elmore- Hilliard
Crestmont Park	July 24, 2015	9:30 a.m.-12 p.m.	Codwell - Law - Frost Reynolds - Lewis
Tidwell Park	July 31, 2015	9:30 a.m.-12 p.m.	Shadydale - Fonwood - Marshall–Elmore- Hilliard
Sunnyside Center	August 7, 2015	9:30 a.m.-12 p.m.	Codwell - Law - Frost Reynolds - Lewis
Final Check-in Only			
Tidwell Park	Aug. 14, 2015	9:30 a.m. –10:30	Shadydale - Fonwood - Marshall–Elmore- Hilliard
Sunnyside Center	Aug. 14, 2015	11:30—12:30 a.m.	Codwell - Law - Frost Reynolds – Lewis