

PROJECT NARRATIVE

A. Need for the Project and Quality of the Project Design

(1) The extent to which the proposed project represents an exceptional approach to the priorities the eligible applicant is seeking to meet (i.e., addresses a largely unmet need, particularly for high-need students, and is a practice, strategy, or program that has not already been widely adopted).

The challenge to address the learning and instructional issues of ELL students is a priority of the U.S. Department of Education. There has been a rapid increase of students in K-12 classrooms who are designated as Limited English Proficient (L.E.P.) or English Language Learners --ELL. ELL student enrollment has increased by almost 30% (Kindler, 2006) in the past two years and state educational agencies reported that in the 2006-2007 school year 15% of all U.S. school children were classified as ELL. In the 2008-09 school year, a number of major school systems, including the Chicago Public Schools, reported that ELL populations had exceeded projections for the first decade of this century. The Los Angeles Unified School District (LAUSD) reported that over 35% of their elementary aged student body is English Language Learners. LAUSD released a statement, at the start of the 2010 school year, saying that the “success of the entire district’s educational program was now clearly dependent on the ability of the LAUSD to address the learning needs of ELL students.”

According to the U.S. Department of Education, nearly one in 10, almost 5 million public school children, received special assistance to learn English in 2006-2007 school year. Many school districts have 50 or more languages represented, although more than 90% of immigrant students speak Spanish, Tagalog, Chinese or Hmong as their home language.

Although the United States has always been a land of immigrants, the nature of immigration in the recent past is markedly different from early waves of immigration (Suarez-Orozco & Suarez-Orozco, 2007; Gibson). Most importantly, the "new immigrants," people who have immigrated since the 1970s, are people of color, coming from Central and South America, the Caribbean and Southeast Asia. There is also a greater range in languages spoken, educational level, social class, and economic capital represented in these groups. Perhaps paradoxically, many of today's immigrants are more likely than their native born counterparts to have family members who graduated from college and today's immigrants are less likely to graduate from high school themselves.

The continually increasing ELL student population has presented challenges for many school districts in meeting needs of this population. As the Secretary of Education stated in his testimony to Congress requesting new funding to address the needs of ELL, (October, 2010) "The developing challenge facing American urban and many rural school districts is the lack of resources, programs and models of success to address the needs of this nation's ELL population." The Secretary continued "teachers need tools and strategies to meet the needs of these students not as a group, but as individual children with academic strengths, gifts and talents that need to be nurtured and grown."

The Prisms of Innovation and Research (PIR) project will improve the achievement of students and the performance levels of low performing schools by focusing on improving the achievement, quality of learning, and quality of instruction for ELL students. Specifically, this project molds existing research and evidence-based strategies into learning innovations for ELL students. These innovations will serve as the beginning of a resource base that will be connected

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to individualized student data profiles, educational resources, and commercial learning platforms through a state of the art technology interface. The project will produce strategies and products infusing a dynamic body of diverse educational research and validated models into specific classroom learning activities that can be effectively utilized by all teachers.

The need and importance of this project is evidenced by the exemplary group of collaborators and partner school districts that have joined the Osceola County School District to ensure that investments in innovation include investments in the innovations that will promote and enrich learning for ELL students. Research informed strategies and models will be provided by U.S. Department of Education's Center for Choice and Achievement (Brown, Harvard, Vanderbilt and Stanford Universities), Institute of Educational Sciences (IES), PEW Hispanic Center, PEW National Institute for Early Education Research, Ford Foundation and the Carnegie Corporation.

The PIR project has formalized partner district status with the Rosemead School District, Rosemead California; San Antonio Independent School District, San Antonio, Texas; and Orange County Public Schools, Orlando Florida. The New York City Department of Education and the Los Angeles Unified School District have agreed to participate in one aspect of the project field testing. Information related to the initiatives of the partner districts in addressing ELL learning issues is included in the applicant experience Section C.

The School District of Osceola County's Prisms of Innovation and Research partnership represents a comprehensive and exemplary approach to addressing the priorities of the Investing in Innovation program. The content and design of the project will ultimately inform all of the absolute and competitive priorities identified in the i3 funding through expanded research,

dissemination and scale up products. The improvement of ELL student achievement is a baseline that needs to be considered and addressed to succeed in any of the absolute or competitive priority areas.

The School District of Osceola County is a high need, high poverty school district with a population of over 24% ELL -- ranking it as the second highest percentage in the State of Florida. Additionally, 29.5% of the Hispanic families in Osceola County have been categorized as linguistically isolated by the U.S. Census Bureau. The demographics of the school district have challenged school district leaders to create new pathways and partnerships towards excellence, rigor and student achievement that begin by addressing the needs of the “high need” ELL population who continue to be underserved in America’s schools. The PIR partner school districts also have significant ELL student populations.

The primary focus of this project is to support school districts as they work at turning around low performing schools (Absolute Priority 4). PIR introduces a unique “whole school” reform initiative that is defined by a number of research-based (US DOE identified) programmatic strategies (early learning, college access, mathematics, science and technology) and an effort to significantly improve the performance and success levels of ELL students as a catalyst to whole school improvement. The PIR strategy has multiple prongs and is supported by layers of strong evidence research.

The PIR project directly addresses competitive priorities 5, 6 and 7. The PIR project supports specific research based interventions related to each of these priority areas. The strategies and

programs provided will be interwoven with the project's overall focus on improving the learning and achievement of ELL students.

A review of the project design with project partners identifies eight (8) strategies that collectively represent exemplary approaches to meeting the priorities of the funding:

- The PIR project represents multiple layers of innovation that will be available to be shared. The approaches and scale up products represent exemplary design and approach. Specifically, the multiple layers of innovation include the way innovations are identified, tested, expanded and ultimately delivered to a broad based population of teachers impacting millions of students.
- The project is being crafted and led by a school district that will inform the process with actual implementations and project feedback. This scale up project will remain focused on the needs and challenges of ELL students within school districts. The School District of Osceola County has developed a number of innovative program initiatives in response to stimulus funding opportunities. The PIR project overlays ELL learning research and innovations that would be able to support stimulus grant submissions.
- The creation of the project team is innovative and the variety of perspectives that will be brought to the project implementation is exemplary. Industry, vendors, developers, higher education, school districts and foundations form an excellent source of information related to meeting the priorities of the funding. The project supports the

expenses associated with ensuring that a diverse project team will work with the project leadership and evaluation specialists.

- The project's use of educational research represents an innovative and broad based approach. The idea of using different bodies of research to inform and enhance educational programs and strategies represents an enlightened attempt to inform the ELL student research layered with numerous other mainstream research based programs.
- The components and sequencing of the project design represents innovation of content, personnel and dissemination of innovative and best practices with other school districts. This project directly addresses the requirement of the funding to enable the scale up to be of sufficient magnitude as to ensure the integrity of results.
- The focal point of the PIR intervention is innovative. The project defines success in terms of the progress of a high need student population. The school district is moving a challenging scenario towards a scenario of success.
- The PIR project addresses the funding priorities with approaches and strategies that have not been previously utilized on a broad basis.
- The PIR project represents an exemplary and innovative approach to use technology to address the project priorities. The PIR project scale up product will provide teachers with tools to directly improve the instructional program for ELL students through customized, data linked resources.

(2) The extent to which the proposed project has a clear set of goals and an explicit strategy, with actions that are (a) aligned with the priorities the eligible applicant is seeking to meet, and (b) expected to result in achieving the goals, objectives, and outcomes of the proposed project.

The Prisms of Innovation and Research i3 project design has five (5) major component areas.

These five areas create the linear research path along which the project activities will be implemented. The five component areas of the project include:

- **Creating Innovation:** The PIR project staff will work with the project’s research partners to formalize the identification of 6-8 “strong evidence” supported innovations that will become the basis for additional field testing, dissemination and scale up products. The research partners will work with the School District of Osceola County and other partner school districts to highlight validated instructional practices that have been linked to improved achievement for ELL students. These discussions will include commercial vendors and developers. The research partners will present a number of programs and activities that have “strong research evidence” behind them. The PIR team will review and mold these programs with the infusion of research from other program areas and discuss the integration of this research within program models.
- **Integration:** The innovative program models identified will be integrated into model project activities and ongoing programs that are taking place in the School District of Osceola County. The innovative learning strategies will be set up at selected school sites around the district. These project activities will focus on the improvement of ELL

student achievement and success in such areas as early learning, college access and readiness, as well as mathematics, science, and technology.

- **Validation:** The PIR team, working with the research partners, will decide on specific research-based innovative strategies to be further tested and evaluated. The sites for this field testing will be the PIR partner school districts. The partner school districts will work closely with the project team to identify programs for further testing that focus on their district priorities while providing valuable information and data needed to support the transferability of the innovations to various learning environments.
- **Dissemination/Pre-Scale Up:** The PIR team will collect the data generated in the integration and validation phases and work with the project evaluators to begin to present specific project innovation strands for a broader based dissemination. The broader based dissemination will include the identification of different kinds of educational environments. These environmental trials will provide important data on the selected programs and strategies.
- **Technology—The Scale Up:** The PIR team will work with the project technology partners to establish a technology based delivery system for the project innovations. Technology software and program developers who have indicated that they are interested in being part of this initiative/project development include Intel, SAS Curriculum Pathways and Verizon Thinkfinity. The delivery system will link the individual data profiles of ELL students to PIR innovations and other online resources produced during this project period to appropriate and necessary professional development activities. The

scale up product of the PIR investment will be an interface that will present teachers of ELL students with a technology interface that will offer prescriptive instructional interventions and supplement resources to the ELL students that they are teaching.

The PIR project has five primary goals and twelve project objectives. These goals and objectives form the framework of the overall project design.

- **Goal One:** To utilize validated educational research in the areas of ELL instructional practice, gifted and talented learning, early learning opportunities, college readiness and access and accelerated learning to create six to eight unique programmatic innovations to improve the learning and teaching of ELL students.
1. By the conclusion of the project period, a minimum of 500 teachers, educators, parents and students will have informed the design of innovative educational practices for ELL populations in Osceola and partner districts.
 2. By the conclusion of the project period, a minimum ten (10) teams of educators representing school districts across the country will have more effectively aligned practices and programs for ELL students along the line of validated educational research and practice identified through this project.
 3. By the conclusion of the project period, a minimum of 5,000 educators will have had the opportunity to review a matrix of blended research designs and the practices and

innovations generated through that research via the dissemination of this information by project research partners

- **Goal Two:** To implement a series of innovative program designs during the integration research phase (in the areas of early childhood learning, college access and readiness, mathematics, science and technology) formed by blending of research models and practices in the School District of Osceola County.
4. By the conclusion of the project period, the School District of Osceola County will have implemented PIR program innovations in the area of early learning opportunities focused on the preparedness of ELL for long-term school success.
 5. By the conclusion of the project period, the School District of Osceola County will have implemented PIR program innovations in the area of college access and readiness focused on increasing the successful transition of current and former ELL students into higher education and meaningful career development.
 6. By the conclusion of the project period, the School District of Osceola County will have implemented PIR program innovations in the areas of mathematics, science and technology focused on ensuring that the talents of ELL learners in these areas are not constrained by temporary language and communication issues.

- **Goal Three:** To implement a series of innovative program designs during the validation research phase (in the areas of early childhood learning, college access and readiness, mathematics, science and technology) formed by blending of research models and practices in partner school districts to evaluate the transferability of these evidence based innovations.
7. By the conclusion of the project period, a minimum of one partner school district will have implemented PIR program innovations in the area of early learning opportunities focused on the preparedness of ELL for long-term school success.
 8. By the conclusion of the project period, a minimum of one partner school district will have implemented PIR program innovations in the area of college access and readiness focused on increasing the successful transition of current and former ELL students into higher education and meaningful career development.
 9. By the conclusion of the project period, a minimum of one partner school district will have implemented PIR program innovations in the areas of mathematics, science and technology focused on ensuring that the talents of ELL learners in these areas are not constrained by temporary language and communication issues.
- **Goal Four:** To utilize the data and feedback from the project's integration and research phase to offer the PIR project innovations for testing and evaluation in larger urban school districts

10. By the conclusion of the project period, the New York City Public Schools will have implemented PIR program innovations in the areas of early learning opportunities focused on the preparedness of ELL for long-term school success, college readiness and access and/or mathematics, science and technology.
11. By the conclusion of the project period, the Los Angeles Unified School District will have implemented PIR program innovations in the areas of early learning opportunities focused on the preparedness of ELL for long-term school success, college readiness and access and/or mathematics, science and technology.
- **Goal Five:** To utilize the data collection, achievement measures, re-created research resources and school district personnel resources to create the PIR final scale up product.
12. By the conclusion of the project period, a minimum of 10,000 educators will have access to the PIR technology interface that will link school district data profiles, innovations in instruction for ELL students with specific program implementation models, commercial resources and support personnel.

The PIR project design has thirteen (13) specific component areas leading to the broad based, technology-centered scale up. The project design components are aligned with project goals and objectives.

- **Research, Planning and Designing Innovation:** The PIR project team will work with the project's nationally recognized research partners to mold the innovations of the PIR initiative through the blending and fusing of unique research bases. Six to eight innovations with strong corresponding evidence will be identified for integration and validation.
- **Partners:** Relationships with the PIR project partners will be formalized. Partner school districts will be included in the research and design phase of the project. Project school district partners will work closely with the School District of Osceola County in the design of innovative and practical initiatives that move forward district priorities. The project evaluators will create a matrix of school district needs, policies and strategies related to ELL. Each of the three primary project partners will receive \$100,000 annually to cover costs associated with personnel time and travel. Additionally, the three project partners will receive a one-time allocation of \$100,000 for technology needed for project communication and sharing.
- **ELL Scholars:** The PIR project will provide a program of enriched opportunity for a selected group of ELL students at the secondary level. This program will provide accelerated content, summer institutes, mentorships and leadership training. This component of the project will follow one group of 100 students through five years, including the first year of college.

- **Integration:** The PIR integration phase will begin during the second project year. This phase of the project will provide for the integration of research identified innovations within the ongoing programmatic work of the School District of Osceola County as well as a number of newly planned programs. The new programs planned for implementation within the School District of Osceola County directly address the competitive priorities of this i3 application. The integration phase of PIR is the combining of innovative program ideas with innovative strategies for ELL students. The activities below have been designed by School District of Osceola as a framework within which the ELL innovations can be implemented during the research phase.

In the area of Early Learning Opportunities the School District of Osceola has identified the following activities:

BIRTHGRAM

The School District of Osceola will recognize and welcome the birth of all new children within the district through a “Birthgram.” Parents will receive a packet of information and gifts from the school district preferably delivered directly to the family in the hospital. The Birthgram will provide parents with information that will begin the connecting process to the district and their local neighborhood school. PIR will integrate specific research identified innovations in the area of ELL parent involvement, early education and assessment strategies into this program activity.

EARLY CHILDHOOD LEARNING CENTER

The School District of Osceola County will remodel an existing elementary school site to become an Early Learning Resource Laboratory that will support new programs for three year olds at selected sites as well as pre-kindergarten classes. This new facility will house the resource library and training center described above. This elementary school is in a central location, creating a “hub” for early childhood innovation and involvement. PIR will identify specific research identified innovations to be included in this program. There are three research based Parent Training programs that could be supported through this initiative to increase the substantive involvement of parents of ELL students and those parents identified as linguistically isolated.

In the area of college access and readiness the School District of Osceola County has identified the following activities:

DESIGN AND REFORM SUMMIT

The School District of Osceola County has invited high school program officers from the Gates, Ford, and Carnegie foundations to a two-day brainstorming session which will set in motion significant changes in the way the secondary school experience may be structured. These brainstorming sessions will begin to look at possibilities for re-defining in-school and out-of-school learning experiences for high school students. Specifically, the group will look at the transitional periods in secondary education—ninth and twelfth grades—with a sense of recreating traditional learning structures. Florida State Department of Education officials will be invited to participate in these sessions to discuss how these structures can support statewide

initiatives. The State is supportive of these planned reform initiatives. PIR will provide 3-4 specific items to the agenda related to research informed innovations that can be included in the re-design to address the learning and instructional needs of ELL students.

MODELS FOR SECONDARY SCHOOL SUCCESS

As the School District of Osceola County re-structures secondary learning experiences into models for how in-school and out-of-school learning will be looked at, a number of pilot programs will be established. One model in particular will be the National Diffusion Network Recognized “City as School” program that provides each student with a customized high school program that includes on-site high school classes, on-site college classes, internships and community service. These four strands are woven to create a comprehensive educational program that is student-focused. Teachers supplement their educator role to be coaches and participate with students in experiences beyond the high school walls. PIR will inform this re-design with innovative programs that have maximized the achievement of ELL and former ELL students in the high school.

COLLEGE AND CAREER CENTERS

The School District of Osceola County will work to establish comprehensive college and career centers within each of the high schools, where students can learn about career opportunities and assess their own current levels of strength for these careers. A college/ career counselor will help students link career interests to their work in higher education, accelerated learning, online courses, and out of school experiences. Clear three-way connections between career interests,

academic success, and preparation will be presented to students. PIR will work to support the inclusion of specific strategies to address the learning and instructional needs of ELL students.

PROFESSIONAL LEARNING CENTER

The School District of Osceola County will work with project partners to create a professional learning center within the district. The professional learning center will employ individualized and customized delivery of professional development to the district's educators that will enable all faculty and staff to move forward and embrace new opportunities in mathematics, science, and technology learning. The PLC will utilize many of the strategies employed in Teacher Center programs nationally to make professional learning a seamless part of the school day. Over three hundred (300) Osceola teachers have already been trained in the Florida Digital Educator program providing skills that are useful at a number of grades in a number of content areas. PIR will integrate specific research-based professional development activities focused on improving the achievement of ELL students. Additionally, the PLC will provide training for teachers in using the technology interface that will be a final scale up product of this project.

The Professional Learning Center will also house a number of innovative partnerships with industry that will support teacher and student learning. Partnerships will support the expanded study of STEM content as well as well as related career areas such as healthcare.

In the areas of mathematics, science and technology the school district will implement the following activities:

STUDENT LEARNING TOOLS

The School District of Osceola County will work with the project partners to identify and obtain manipulative, laboratory, and technology tools that students will need as new curriculum programs move forward. These tools will become an integral part of the way students communicate and calculate. The use of PDA devices with the capacity to demonstrate science and mathematics simulations provide students with the challenges of learning and reacting in and out of the classroom. These devices can be programmed to send problems to students to solve over weekends and vacations. PIR will include technology-based innovations for ELL student populations.

TEACHER TOOLS

The School District of Osceola County will work with the project partners and school personnel to upgrade teaching tools for mathematics, science, and technology in the classroom and for the individual use of teachers. These tools will support curriculum, choices, professional development and individual teacher interests, research, and lesson designs. PIR will provide information related to ELL student success.

- **Data Collection Phase/Integration:**

The project evaluators will work with the PIR project leadership in the Osceola Schools to document how the projects in the integration phase inform research identified innovations related to ELL students. This information will help validate the evidence of the innovation with the Osceola schools program implementations.

- **Partner Field Testing I**

PIR school district partners will work with the project director and the Osceola project leadership to design field tests of the project innovations with the programmatic frameworks (and the i3 established competitive priorities) established by the School District of Osceola County. For example, partner school districts will integrate innovative ELL approaches into their district efforts in the areas of early learning, mathematics, science and technology and college access and readiness. Each partner field test program has a maximum budget of \$200,000. There will be a maximum of twenty (20) field tests during the project period. Partner district field testing will take place during project years two and three.

- **Data Collection Phase/Field Testing**

The partner school districts will work closely with the project evaluators to provide the information necessary to document the innovation field testing activities in their districts. This information will further inform the research based innovations identified. The Partner data collection will be presented during project years two and three.

- **Partner Field Testing II**

During the third and fourth year of the project field testing of specific innovations (already informed by Osceola and the primary school district partners) will be field tested within a large urban school district – either New York City Public Schools or the Los Angeles Unified School District – or possibly both. Both these districts have provided a verbal consent to participating in

this phase of the project. A letter of commitment will be provided by the school district at the time of the award.

- **Formalizing Innovation Strategies**

When the three levels of field testing are completed (End of Year 3, Beginning of Year 4) the project team will meet with the project research groups to review all data and formalize the identification of the six to eight innovative strategies to improve the learning of ELL students.

The expected categories of these replicable innovations are: (1) Early Learning and Assessment; (2) Parent Education and Involvement; (3) Early Literacy and Mathematics Skills; (4) Professional Development for Pre K through Grade 3 teachers; (5) Secondary school curriculum enrichment strategies for ELL student success; (6) Technology based support for ELL middle and high school students; and (7) Professional development for teachers related to making data informed decisions for ELL students and prescribing resources (including innovations identified in the PIR project) for ELL student motivation and success.

- **Environmental Variability/ Los Angeles and New York**

The impact of the field testing within the large urban school districts will be presented in year 5. Comparisons of the data collected will be presented as well as the integrity of the implementation models. The large school districts will be included in the roll out of the technology based scale up products.

- **Dissemination Via Research Partners**

The project evaluators will work with the School District of Osceola and the PIR district partners to develop the specific schema for the dissemination of project activities. The dissemination will begin through the forums and technology of the project research partners. The project evaluators will work with partners to provide specific information regarding the innovations and the field testing for dissemination. The PIR leadership team will work with national ELL organizations to disseminate the project information.

- **Technology Roundtable**

During the second half of the fourth project year and into the fifth project year the PIR leadership and the school districts will meet with project technology partners and vendors to discuss how the innovations of this project can be scaled up using a technology interface and how the work of this project can positively inform materials for ELL students. A technology-based project interface will be developed that aligns student specific data on ELL students with specific online resources that are available. The interface will create a prescription of curriculum innovation and supplemental services for ELL students.

- **Scale Up Product Interface and Resources**

The technology-based scale up product and interface will be made available to tens of thousands of teachers and will impact on a minimum of one million students during year five and the year immediately following the conclusion of the project period.

B. Strength of Research, Significance of Effect, and Magnitude of Effect

(1) *The extent to which the eligible applicant demonstrates that there is strong evidence (as defined in this notice) that its implementation of the proposed practice, strategy, or program*

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will have a statistically significant, substantial, and important effect on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates.

(2) The importance and magnitude of the effect expected to be obtained by the proposed project, including the extent to which the project will substantially and measurably improve student achievement or student growth, close achievement gaps, decrease dropout rates, increase high school graduation rates, or increase college enrollment and completion rates. The evidence in support of the importance and magnitude of the effect would be the research-based evidence provided by the eligible applicant to support the proposed project.

The PIR project scale up project utilizes four levels of “evidence” research.

- The design of this project, including the use of research, the blending of research, the integration, field testing and environmental adaptability components are all based included in “creating a project research design in line with strong evidence success models” published by the Institute of Educational Sciences (2002).
- The project has identified the sources of relevant research related to ELL student achievement. These valid research sources will provide information about “strong evidence” backed project models.
- The “strong evidence” identified innovation strands and research models will be adapted for school district use through program integration, field testing and environmental adaptability components. These components will further strengthen the strands of innovation to ensure that these practices, strategies, or programs will have a statistically significant, substantial, and important effect on improving student achievement or student

growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates.

There is a significant body of research that supports the need areas and the project design components identified in this application. The project researchers are currently preparing a grid linking the project need and design components to relevant research in the area. Additionally, an IES research search identified over 100 relevant studies.

The project evaluators have designed an evaluation/ research context for this comprehensive Osceola scale up initiative. This context provides the research foundation for the project organization and evaluation.

Investing in Innovation/Relevant Research to the Design and Activity

Curriculum developers have created a large number of educational innovations in the last century of public schools, and new innovations are likely in the 21st Century. Such innovations arise from advances in our understanding of basic processes of human learning, which often suggest new designs for learning environments (National Research Council, 2008). They may also arise from new developments within the disciplines that are taught in schools. In science, for example, new developments in biochemistry and nanoscience are likely to trigger changes in educational curricula in the coming years. New technologies will afford opportunities for learning and assessment that may also spark the development of new programs and curricula (Atkins et al.,

2007). Not all of the innovations that will be developed in the coming years will succeed in increasing student learning in the ways intended by developers. Some may be built on faulty assumptions or may simply not be usable as designed. Some will fail to be adopted at all by teachers, either because they are not easy to use or because educators do not see value in them (Blumenfeld, Fishman, Krajcik, Marx, & Soloway, 2008). Other innovations may be adopted, but educators will adapt them in ways that undercut the design principles of the curricula (Brown & Edelson, 2007), or they may not provide students with sufficient exposure to the activities to produce learning gains (Lipsey & Cordray, 2008). In still other cases, the innovation may have merit and be enacted with fidelity, but evaluators will fail to uncover effects because the measures of student learning are not geared to capturing the kind of learning they support. When educational innovations are first being adopted by teachers, evaluation methods appropriate to this early phase of development are needed. These include techniques for developing a fuller understanding of the contexts in which teachers are adopting the innovation, for measuring implementation, and for developing interim and summative assessment instruments that could be used in later effectiveness research. These methods, when used in the early stages of research, can inform the design of innovations in ways that help make them more usable to teachers (Penuel & Yarnall, 2008).

The long-term goal remains obtaining impact data from an experiment that assigns teachers or students to a treatment or control group condition. Only experimental designs have the potential to adequately measure the impact of an innovation (Cook, 2007; Shadish, Cook, & Campbell, 2008). However, before undertaking a costly experiment, evaluation researchers should be confident that the innovation fits into the classroom contexts of teachers, is being implemented

reasonably well, and is showing early promise that it can produce gains in student learning on measures closely aligned to the content of the innovation.

Recommendation 1: Study the Context of Adoption

In technology design research in industry, the development of technology requirements is often preceded by a phase of research on the contexts in which the new technologies will be deployed (Blomberg, Giacomi, Mosher, & Swenton-Wall, 2007; Crabtree, 2007; Millen, 2000; Simonsen & Kensing, 2007). This research has as its aim the understanding of likely users' goals, work practices, and work contexts. In school settings, the goal of contextual Recommendations for Evaluation Research within the i3 research is to understand the standards that are to be addressed in classrooms where the innovation is to be adopted (goals), when and how teachers will plan for and enact the innovation (work practices), and the particular kinds of classroom configurations (e.g., number of prep periods, kinds of students taught) that teachers will have (work contexts). It may also be valuable to understand how much teachers' current instruction diverges from the type of instruction that is required of teachers enacting the innovation, because more divergence often leads to less faithful implementation (Cohen & Ball, 2009). Early in the development of an innovation, evaluation research can investigate each of these, using in-depth interviews with teachers, direct observation of classrooms, and review of documents. Important documents to review during this phase of research include state and district standards, class schedules, and demographic data that reveal the pattern of student diversity in targeted classrooms.

Recommendation 2: Develop, Validate, and Use Measures of Implementation

Evaluation research has long recognized the importance of measuring implementation.

There is a need for data on within-program variability in program implementation, because the scale, depth, and fidelity of implementation can never be assumed ahead of time when designing an evaluation (Patton, 1999; Rossi, Freeman, & Lipsey, 1999; Scheirer, 2004). Data on variation in program implementation is critical both in understanding the limits of a program's applicability or flexibility and in explaining within-innovation variations in effectiveness (Lipsey & Cordray, 2008). In addition, such data can help identify competing hypotheses for observed impacts (Schiller, 2007) and possible flaws in the assumptions that underlie them. An important first step to measuring implementation is for designers of an innovation to specify what is important or critical for teachers to enact in their classrooms. These specifications amount to a set of initial hypotheses about what aspects of implementation are critical to achieve learning gains; ideally, they are based on research on how people learn and not simply beliefs of the designers (National Research Council, 2008). In addition, refinements to an innovation should take into account what is known about the contexts of teachers' enactments, specifically which features of the innovation teachers are likely to determine easy or difficult to enact in particular kinds of settings. That contextual information can be used to define "requirements" for the innovation, much in the way that technology developers specify requirements for a new software application (Roschelle, Penuel, Yarnall, & Shechtman, in press). Once critical features have been identified, evaluation researchers need to develop measures for determining whether and how those features are enacted in real classrooms. The kinds of measures that researchers have used in the past to study implementation include teacher surveys and interviews (Mills & Ragan, 2007), classroom observations (Good & Brophy, 2006), and more recently classroom logs completed by teachers on a periodic basis (Ball, Camburn, Correnti, Phelps, & Wallace, 2009). Few existing implementation measures are likely to be fully

School District of Osceola County/Prisms of Innovation and Research/i3 Scale Up Application aligned with the critical features of an educational innovation; therefore, evaluation researchers will need to develop new measures as part of their evaluation studies. These new measures need to be examined in Recommendations for Evaluation Research within Educational Innovations (Attachment 4) terms for their reliability and validity, just as one would examine student achievement measures for these characteristics (Moncher & Prinz, 2001).

Recommendation 3: Develop Instructionally Sensitive Interim and Summative

Measures of Learning

The need for valid assessments is especially great for educational innovations, but often available assessments are not suitable for use with new programs and curricula.

Standardized tests offer a distal measure of student achievement valued by policy stakeholders, but the content of those tests is often much broader than a particular innovation is able to encompass. Assessments which are more sensitive to the immediate effects of instruction—including some that are embedded within the educational activities themselves—are needed to gauge progress toward desired learning goals for students in an educational innovation (Ruiz-Primo, Shavelson, Hamilton, & Klein, 2007). Such assessments are not only a potentially valid source of evidence of effectiveness; they are also potentially useful as interim measures of progress for use by educators and program developers. Educators and program developers may use such data to guide refinements and improvements to the innovation itself. The process of developing, validating, and using such measures is important for educational innovations, but it requires expertise and sufficient resources to be done well. A particularly promising approach to assessment development is evidence-centered design (Messick, 2002; Mislevy, Steinberg, Almond, Haertel, & Penuel, 2003). Evidence centered design requires that test developers first

specify the range of student skills and knowledge that the innovation is expected to influence. Next, developers identify the specific kinds of behaviors that would need to be elicited, to determine whether students have acquired those skills and knowledge. Third, developers would specify features of assessment tasks that are required to elicit those behaviors. Once tasks have been developed, they need to be pilot-tested with groups of students who will be similar to those targeted in the innovation. Pilot testing needs to enable researchers with expertise in testing to establish that the assessment instrument produces reliable scores, that it tests the learning constructs targeted by the innovation, and that it is sensitive to measuring effects when the innovation is implemented well. This pilot testing should occur before the innovation is subjected to a randomized trial, because a mix of valid measures of student learning—not just standardized test scores—is necessary to make valid judgments about the efficacy of a program (The Joint Committee on Standards for Educational Evaluation, 2007).

Implications for Innovation Grants

Innovation grants must dedicate significant resources to developing programs, recruiting participants, and to preparing participants for enactment. Evaluation research budgets could easily take away needed grant resources from these basic activities, so it is especially important to consider the expected balance between research and development. For innovation grants, it is reasonable to dedicate most of the evaluation research funds toward studying the context, measuring implementation, and developing measures of effectiveness. At early stages of development, recruiting participants is challenging, making it unlikely that programs will have the kinds of waiting lists that make random Recommendations for Evaluation Research within Educational Innovations assignment more feasible. In addition, innovation grants need to first

establish that they can be implemented in the target classroom contexts, and that when classrooms take up the new program, it is implemented reasonably well. A good standard of success for an educational innovation early in its development is that teachers find materials valuable and easy to use, and that they are able to implement them while being faithful to the principles that developers have outlined. There should be some early indications of positive effects on student learning, but it is unlikely that the innovation will be sufficiently refined and standardized as implemented for a randomized trial. For this reason, we have outlined the above recommendations as key first steps as the Harvard Extension moves forward the evaluation design of the Osceola innovation initiatives in Early Learning, College Readiness and Mathematics, Science and Technology.

C. Experience of the Eligible Applicant

(1) The past performance of the eligible applicant in implementing large, complex, and rapidly growing projects.

The School District of Osceola County has had considerable experience in the implementation of large and complex projects. This includes the funded projects at the State and Federal levels. School district leadership has decades of experience in the management of \$100 million plus school district plus external resources budget.

(2) The extent to which an eligible applicant provides information and data demonstrating that--

(a) In the case of an eligible applicant that is an LEA, the LEA has--

(i) Significantly closed the achievement gaps between groups of

(ii) Made significant improvements in other areas, such as graduation rates or increased recruitment and placement of high-quality teachers and principals, as demonstrated with meaningful data; or

The project applicant, the School District of Osceola County, has made extensive progress in closing achievement gaps and improving student achievement. When looking at FCAT

performance for the past 3 years, Black and Hispanic populations showed incremental growth each year of 2 percentage points higher than the white and total population in Reading. In regards to SAT performance, Black students in Osceola's public schools outperformed their counterparts nationwide on one SAT subsection. Mean Critical Reading Scores for Osceola's Black students is two points higher than in public schools nationwide. The number of AP scores (3-5) received by Black AP exam takers increased by 24.4% as compared to 21.0% increase in the number of AP scores (3-5) received by Black students in Florida's public schools and a 19.4% increase nationwide. The number of AP scores (3-5) received by Hispanic AP exam takers increased by 45.2% as compared to a 17.2 % increase in the number of AP scores (3-5) received by Hispanic students in Florida public schools and a 15.0% increase nationwide.

A report provided by the Superintendent of Osceola County indicates the following:

Other notable accomplishments include:

- Osceola School District's graduation rate improved from 67.5% in 2007/2008 to 79.2% for the 2008/2009 school year, higher than comparable data from the State of Florida.
- Certified reading teachers in all schools.
- Students scheduled with greater accuracy than ever before, those needing remediation to those needing enrichment.
- Students are challenged throughout the district.
- Support facilitation and co-teach models continue to be appropriately implemented in all schools.
- Implemented pacing calendars, grade level expectations and benchmarks for k-8 students.
- Greatly increased enrollment of Pre-K ensuring that more students are ready for school.

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- Early intervention programs for ESE and Title 1 schools implemented.
- Periodic writing assessments, training and a better understanding of the rubric used to grade student writing.
- Major curriculum work, training and scheduling with Algebra 1.
- Implemented “I Can Learn Labs” for teaching Algebra 1 concepts to students struggling with conventional methods.
- Implemented elementary science labs in all schools with required training and follow-up support.
- Conducted Advanced Placement training and recognized as a member district with the National College Board.
- Expanded the IB offerings to Celebration High and Thacker Avenue Elementary School for International Studies.
- One of few Florida districts providing PSAT to all 9th graders and tenth graders to determine their strengths and our ability to teach the standards.
- Expanding Career Academy concept at all high schools.
- Opened first Adult High School and industry services center at the Adult Learning Center.
- Creating Zenith into fully-operational Career Center, where students can earn a high school diploma and train for gainful employment.
- Implemented Impact Labs at high schools and alternative centers saving hundreds of students from dropping out.
- Established a district taskforce focused on improving the district’s graduation rate.
- Revised and enhanced the Preparing New Principals Program

- Produced a Principal’s Handbook.
- Implemented a K-12 uniform policy and experienced a reduction in classroom disturbances, disruptive behavior and gang related activities.
- Conducted “town hall” meetings to get our messages to the public.
- Branded the district and sent a consistent message of high expectations and performance for all.
- Produced the Osceola Student Information System on teacher desktops to better monitor and determine instructional strategies.
- Established three programs of study for students to graduate under – Advanced Scholars, College/Tech Prep and Career and Technical so that students can go on to some level of postsecondary education and gainful employment.

(b) In the case of an eligible applicant that includes a nonprofit organization, the nonprofit organization has significantly improved student achievement, attainment, or retention through its record of work with an LEA or schools.

The PIR project includes three partner school districts that will work to inform the project design and field testing. While these districts are not co-applicants to this project they do significant depth in addressing the needs of ELL students.

- **The Rosemead School District** is working to meet the state and federal guidelines for student achievement. One of the priorities the district is currently focusing on is related to closing the achievement gap between its significant subgroups (Hispanic, Asian, and English Learners). Fifty-eight percent of 2nd through eighth grade students in 2008-2009

scored proficient on the California Standards Test (CST). Seventy-one percent of our Asian subgroup scored proficient on the CST, while only 43% of our Hispanic subgroup scored proficient. Our English Learners scored 47% on the CST. The District is also faced with meeting the increased State Annual Measurable Objectives. In 2008-2009, the State Annual Measurable Objective was 46%, and for 2009-2010 the Annual Measurable Objective is increased to 57.5. The Rosemead School District is looking to improve the way it provides services for the English Learners in the District. The District has begun revising the English Learner master plan. The revised plan will include state and federal requirements for educating English Learners. The plan will also include instructional strategies to be used with English Learners at various California English Language Development Test (CELDT) levels. The plan would provide teachers with guidelines for scheduling and servicing English Learners in the general education classrooms.

The District is working on providing professional development for teachers and instructional assistant that work with English Learners. The focus of the professional development would be on improving services to English Learners, developing instructional strategies that works for different CELDT levels, and helping all staff in the development of cultural proficiency. Finally, the District is exploring ways to help English Learners access the curriculum through the use of technology.

The District has also begun focusing on ways to support the parents of English Language Learners. The district is educating parents on the current State assessment system and understanding the reports sent by the State on their child's performance level. Parents are

also provided with activities designed to help them better understand their child's socio-emotional needs and the different developmental stages.

- **The San Antonio Independent School District** currently implements the Late Exit Bilingual Education model for English language learners. Students in grades Pre-Kindergarten to 5th grade are taught in their native language (Spanish), as they acquire English. Full transition into English is expected in 4th grade. Three campuses implement the Two-Way Immersion Bilingual Education model. The Two-Way Immersion model implements a 90/10 approach using native language instruction (Spanish) and English language development. Each elementary campus has a bilingual lead teacher, who assists with the coordination and implementation of the instructional component of the bilingual program. The bilingual lead teacher also works with district Bilingual/ESL staff in the communication of federal, state, and district bilingual program guidelines to campus bilingual teachers and staff. Each campus also has a Language Proficiency Assessment Committee (LPAC), which reviews the academic performance and English language development of English language learners. Elementary bilingual teachers are required to attend 9 hours of professional learning in order to receive a stipend.

The secondary schools, (6th -12th grade), offer English as a Second Language (content-based ESL) courses to ELLs. Students who are newcomers to U.S. schools receive two periods of ESL/ESOL. ESL students in high school receive tutoring through a partnership with the University of Texas at San Antonio. Since students spend a majority of their school day in core content classes, professional learning is provided to content

area teachers through the Gear-Up Grant. The professional learning focuses on best practices for ELLs in content area instruction. Technology is integrated in the ESL classroom through an online reading program. Each secondary campus also has a Language Proficiency Assessment Committee (LPAC), which reviews the academic performance and English language development of English language learners.

Secondary ESL teachers are required to attend 9 hours of professional learning in order to receive a stipend.

- **Orange County Public Schools** provides to parents different choices of instruction for ELL students including one-way developmental bilingual programs in Spanish, sheltered English for moderately proficient ELL students, and mainstream ESOL for ELL students with more advanced skills in English. Through the use of these instructional models, Orange County has slightly narrowed the achievement gap between ELL and non-ELL students in reading from 20.6 to 19.1 percentage points; in mathematics this gap has decreased from 22.2 to 21 percentage points.

D. Quality of the Project Evaluation

(1) The extent to which the methods of evaluation will include a well-designed experimental study or, if a well-designed experimental study of the project is not possible, the extent to which the methods of evaluation will include a well-designed quasi-experimental study

The PIR project will work with two external evaluation teams. The Harvard Extension project has worked with the school district in the design of the research study including establishing the integrity of the phases from integration through scale up. Conversations have taken place with

West Ed to conduct components of the project evaluation. There are actually three separate studies that will take place:

- Non-experimental studies will evaluate the success of identified innovations when integrated into specific program initiatives. The Non-experimental study will consist of the collection of data and pre/post information to determine progress when compared (after the fact) with other “equivalent” groups or with previous performance.
- A series of quasi experimental studies will be used to determine the effectiveness of innovations that are field tested within the partner districts. The specifics of the quasi experimental studies will be formulated once the match of school district and innovation are made.
- A large scale quasi experimental study will be put in place to measure the effectiveness of the technology-based products and scale up tools. The extent of the study will be determined by the extensiveness of the products, dependence on technology and the geographic components of the first phase of the scale up.

(2) The extent to which, for either an experimental study or a quasi-experimental study, the study will be conducted of the practice, strategy, or program as implemented at scale.

The study of the product taken to scale will measure both the practice and the program. The practice of teachers using the delivery system to make data driven decisions will be measured as well as the program’s impact on student achievement.

(3) The extent to which the methods of evaluation will provide high-quality implementation data and performance feedback, and permit periodic assessment of progress toward achieving intended outcomes.

The project's research design will provide high quality implementation data. There will be over forty (40) separate implementations that will take place throughout the project period. These implementations, integrations and validations will generate a pool of data that will continually inform the work of the project.

(4) The extent to which the evaluation will provide sufficient information about the key elements and approach of the project so as to facilitate replication or testing in other settings.

The research design of this project provides implementation about each phase as well as dissemination, replication and scale up elements. The components of the project design have been assembled and sequenced to support replication.

(5) The extent to which the proposed project plan includes sufficient resources to carry out the project evaluation effectively.

The project budget provides between 5% and 6% to carry out the work of the evaluation. This budget is sufficient to complete all aspects of the project evaluation.

(6) The extent to which the proposed evaluation is rigorous, independent, and neither the program developer nor the project implementer will evaluate the impact of the project.

The project evaluation is independent and will be conducted by two nationally recognized research and evaluation companies: The Harvard Extension and West Ed.

E. Strategy and Capacity to Bring to Scale

(1) The number of students proposed to be reached by the proposed project and the capacity of the eligible applicant and any other partners to reach the proposed number of students during the course of the grant period

The PIR project will directly reach 30,000 to 50,000 students during the first four years of the project activities. The School District of Osceola and the partner school districts have the capability to reach that number of students. The secondary field testing by the New York City Schools, Los Angeles Unified School District and the actual scale up of product will reach over 1,000,000 students.

(2) The eligible applicant's capacity (e.g., in terms of qualified personnel, financial resources, or management capacity) to bring the proposed project to scale on a national, regional, or State level working directly, or through partners, either during or following the end of the grant period.

The School District of Osceola County working with project collaborators and partners has the capacity to bring the proposed project to scale. This project takes a different pathway to scale up than most other i3 project designs. The pathway is focused on having project innovations integrated and field tested in controlled environments within the School District of Osceola County or other partner school districts. The final project scale up will be through a unique technology-based delivery system that will fuse the methodologies of PIR into a user friendly data driven system. This project can continue to be scaled and expand with little ongoing personnel or fiscal expenditure on the part of the lead LEA or district partners.

(3) The feasibility of the proposed project to be replicated successfully, if positive results are obtained, in a variety of settings and with a variety of student populations. Evidence of this ability includes the proposed project's demonstrated success in multiple settings and with different types of students, the availability of resources and expertise required for implementing the project with fidelity, and the proposed project's evidence of relative ease of use or user satisfaction.

The PIR research project design represents a highly feasible model of dissemination and replication. The School District of Osceola County and the partner school districts will provide

the information related to the research and innovations. The project evaluators will assemble and document the strong evidence and will then work to move key elements of the work into a broad-based delivery system. The research design of this project provides for evaluation of the innovations in multiple settings, with different types of students and personnel.

(4) The eligible applicant's estimate of the cost of the proposed project, which includes the start-up and operating costs per student per year (including indirect costs) for reaching the total number of students proposed to be served by the project. The eligible applicant must include an estimate of the costs for the eligible applicant or others (including other partners) to reach 100,000, 500,000, and 1,000,000 students.

The costs involved in the replication of this project will be determined by the level and extent to which school districts, schools and individual teachers participate. The sharing of the project innovations will be available in as a teacher deliverable by the conclusion of the PIR project.

Start up costs for the implementation of the innovative strategies to maximize the positive impact on ELL students will include technology, professional development and materials, it is estimated that the cost of a full and robust implementation of strategies infused within ongoing district programs would range between \$500 and \$1000 per student. A large scale implementation where teachers are informed by the innovations and data of this project can be accomplished for a fraction of that amount.

(5) The mechanisms the eligible applicant will use to broadly disseminate information on its project so as to support replication.

There will be four broad-based methods of dissemination: (1) Partner school districts will disseminate information based on their participation as they move to implement project innovations; (2) Project collaborators will provide information about the project on their web sites; (3) Project evaluators will disseminate information related to the project; and (4) a technology based dissemination mechanism sharing the innovations and effectiveness of the

project activities will be shared via the project's customized web environment. This information will be made available in a downloadable format and interface.

F. Sustainability

(1) The extent to which the eligible applicant demonstrates that it has the resources to operate the project beyond the length of the Scale-up grant, including a multi-year financial operating model; the demonstrated commitment of any other partners; and evidence of broad support from stakeholders (e.g., State educational agencies, teachers' unions) critical to the project's long-term success.

The PIR project has established a broad base of stakeholder support. The sustainability plan for this project has four components:

1. The School District of Osceola County has made the focus of this project a priority in the development of a number of major funding opportunities. The school district has developed and submitted an RTT grant and a number of grants focused on the same competitive priorities identified in this application. Close to \$100 million in competitive federal grants have been developed and submitted.
2. The School District of Osceola County has used the design and development of grant projects as an opportunity to create new opportunities for partnerships. These partnerships have enriched and enhanced the project grant applications and serve to ground the efforts and innovations of this project for the future.
3. The School District of Osceola County has taken advantage of the submission of federal proposals to leverage the interest of private sector partners. The Ford Foundation has

been approached to fund a major ELL Scholars initiative. It is expected that this \$12 million initiative will be officially awarded prior to this award being made. The Ford Foundation funding will serve as the 20% private sector match for this application.

4. It is expected that the final products of this project will make their way to the “for profit” publishing and product development sector beginning with the design of the technology dissemination interface. The sustainability of this initiative may evolve to be one that is shared by the public and private sector.

(2) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the eligible applicant and any other partners at the end of the Scale-up grant.

The project purposes and activities have already been incorporated into the ongoing work of the applicant LEA. It is expected that the work of this project will also be incorporated into the ongoing work of the partner school districts. This will continue at the end of this scale up grant period.

G. Quality of the Management Plan and Personnel.

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks, as well as tasks related to the sustainability and scalability of the proposed project.

- **Year One:** During the first year of the project, the project design team will work with the research providers and the School District of Osceola to formalize the eight innovative project strands and practices. The evaluation team (Harvard, WEST ED) will work to validate the strands based on the research and design during the next level of

evaluation, testing and data collection. Select project partners will be invited to participate in this project stage where partner district needs and priorities will be matched with innovative project strands for field testing and evaluation. Implementation of these strands may include professional development activities, sharing of materials and will provide ongoing feedback through a web based project feedback sites which will be unique to each participating partner school district.

- **Year Two:** The evaluation team will collect data and information related to the implementation of the program strands. This aggregated information will be provided back to the research partners for discussion and refinement. During this time discussions with product developers may also take place to look at product performance and inform the product development based upon the specific needs of the ELL student population. A second set of project field testing and project expansion activities will take place in Osceola County. Additional partner school districts will be selected for participation.
- **Year Three:** During the third year of the project, field testing and evaluation of implementation sites will continue. The project evaluators will share findings related to the implementations, finalizing the eight innovative program packages/strands for scale up. A comprehensive review of data with all project partners and collaborators will take place. Discussions will begin with the technology collaborators creating the technology interfaces, communication strategies, and packaging to begin a larger scale up of programs and strategies with the New York City Public School System and the Los Angeles Unified School Districts.

- **Year Four:** During the fourth year of the project, the project innovations will be scaled up to full district in Osceola County. Partner school districts may have the opportunity to expand programs and strategies implemented during the field testing. The School District of Osceola County and the partner school districts will begin using the technology-based version and training modules to support the expansion. The project evaluation team will work on evaluating the major scale up activities taking place in the Los Angeles and New York City via the technology interfaces and formats. The technology partners will work with the project design team to develop a comprehensive matrix of resources that fuse PIR strategies to existing public domain materials to state standards and assessment instruments.
- **Year Five: Scale Up Results:** During the fifth year of the project, the Harvard Extension and WEST ED evaluators will prepare a comprehensive report of the scale up activities and work with the project design team to create the school-based project expansion factors that will catalyze the turn of low performing schools. Conversations with vendors and product developers will be an important part of this scale up phase.

(2) The qualifications, including relevant training and experience, of the project director and key project personnel, especially in managing large, complex, and rapidly growing projects.

The School District of Osceola County has assembled an exceptional team to lead the processes of this scale up project. The district Superintendent has provided visionary leadership around the issues related to ELL student program design, research and achievement. Dr. Grego is an instructional leader who has worked to position the instruction of ELL students as a centerpiece

to the School District of Osceola County's success. Dr. Grego will: (1) lead the school district team; (2) chair the PIR Research Committee which includes research collaborators, partner school districts, technology developers, providers and selected vendors; (3) oversee the integration phase of the project which involves program development within the school district; (4) work closely with both of the project's evaluation groups; (5) help to validate implementation fidelity in the school district; (6) maintain communication channels between partners and collaborators; (7) work with technology collaborators to inform the design of the products for scale up; (8) provide local, state and national leadership related to the project dissemination and activities.

The School District has identified a number of district specialists in the areas of technology, ELL and project administration to be part of the ongoing implementation of project activities.

The school district has identified Brenda Blackburn as the potential project director for this i3 initiative. Dr. Blackburn has had extensive experience in the instructional and administrative end of large scale projects. Dr. Blackburn is currently the associate superintendent of the Brevard County Schools in Florida. Some highlights from Dr. Blackburn's current work responsibilities include:

- Lead the district's Division of Curriculum and Instruction, with responsibility for all basic instructional programs; Title I and Title II; Exceptional Student Education; Student Services; Assessment and Accountability; Career and Technical Education; and multiple

programs jointly supported by the district and local postsecondary institutions in Dual Enrollment and Early Admissions opportunities for students.

- Serve as a member of the Superintendent's Senior Staff and serve as the chief curriculum advisor to the Superintendent, work closely with Human Resources to ensure appropriate staffing for all schools; plan, implement and monitor the implementation of Florida's Class Size Amendment; and provide leadership and resources to support high quality professional development opportunities for teachers.
- Direct the management of curriculum and instruction budgets in excess of 55 million dollars and oversee the strategic placement of 550 teacher units valued at 25 million dollars to meet Florida's Class Size Amendment.

(3) The qualifications, including relevant expertise and experience, of the project director and key personnel especially in designing and conducting large-scale experimental and quasi-experimental studies of educational initiatives.

The project director has been an integral part of large scale evaluative studies throughout her educational career. The project director will work closely with the evaluation specialists in the implementation of the quasi experimental and non-experimental studies identified for this project.