

EXECUTIVE SUMMARY

Grant 07/28/15 – A

Grant Program	Children’s Literacy Initiative i3 Scale Up Study	
Status	New – Competitive	
Funds Requested	The exact award amount will be determined at a later date and is subject to the Children’s Literacy Initiative (CLI) being awarded a U.S. Department of Education i3 Scale-Up Grant.	
Financial Impact Statement	The potential positive financial impact of this three-year program is estimated at several hundreds of thousands of dollars per school (up to 20 schools). The source of funds is an i3 Scale-Up Grant from the U.S. Department of Education Office of Innovation and Improvement. The District is responsible for providing \$10,000 a year per intervention school.	
Schools Included	Eligible schools will be selected and randomly assigned as 8-10 intervention elementary schools and 8-10 control schools.	
Managing Department/School	Office of Academics	
Source of Additional Information	1. Daniel Gohl, Chief Academic Officer 754-321-2618 2. Stephanie Pollard, Director – Grants Administration & Government Programs 754-321-2260	
Project Description	In order to expand early literacy impact achieved through a five-year i3 Validation grant from the U.S. Department of Education, the Children’s Literacy Initiative (CLI) in partnership with the American Institute for Research (AIR) is conducting a study to demonstrate how CLI coaching and professional development can be scalable for raising reading and writing scores of children in early elementary school. If awarded, the project will take place over the period of 4 school years (2016-2020) in grades K-3. The program focuses on building instructional capacity and the systems and structures that support continuous instructional improvement. Core instructional practices include: 1) Phonemic awareness and phonics, 2) Intentional Read Alouds, 3) Guided Reading, 4) Readers Workshop, 5) Writers Workshop, and 6) Creating and managing a literacy environment. Three core components of the scale-up model include high-quality books and materials, institutes and seminars focused on best practices for early literacy instruction and one-on-one early literacy coaching to turn good ideas into practice. Grade-level instructional leads will be created in 2-3 research-based core instructional practice areas such as Guided Reading and Readers Workshop. Within each practice area, teachers will learn specific early literacy skills developmentally appropriate and essential for their grade level. Instructional leads will be provided with additional training and coaching hours. As expertise builds, these instructional leads will train new teachers.	
Evaluation Plan	Data collection to ascertain the impact of the program’s effectiveness will be gathered for the three year duration program. All data collection activities will be reviewed and approved by AIR’s Institutional Review Board in accordance with human subjects’ protection policies. The main data collection activities include the Teacher Survey and Knowledge Inventory, Classroom Observations, and Student Literacy Assessments.	
Research Methodology	In 2010, CLI was awarded a five-year i3 Validation Grant from the U.S. Department of Education to work with 39 schools across four districts: Chicago Public Schools, Newark Public Schools, Camden City Public Schools and the School District of Philadelphia. A third-party evaluation indicated that CLI not only demonstrated impact on improving teacher practice, but most importantly, they demonstrated statistically significant student learning results.	
Alignment with Strategic Plan	This program aligns with Strategic Plan Goal 1: High Quality Instruction by improving teacher instructional practice in early literacy and increasing early childhood proficiency in reading and Strategic Plan Goal 2: Effective Communication is supported by assisting in the dissemination of project results.	

EXECUTIVE SUMMARY

Grant 07/28/15 – B

Grant Program	U.S. Department of Education Skills for Success	
Status	New – Competitive	
Funds Requested	\$1,500,000 (to be requested)	
Financial Impact Statement	The potential positive financial impact is \$1,500,000 (\$500,000 per year over 3 years with funding subject to availability and approval of continuation). The source of funds is from the U.S. Department of Education Office of Innovation and Improvement.	
Schools Included	Middle schools with high populations of students at risk of educational failure (of five middle schools contacted three indicated interest in participating)	
Managing Department/School	Student Services	
Source of Additional Information	1. Dr. Laurel Thompson, Director – Student Services 754-321-1550 2. Stephanie Pollard, Director – Grants Administration & Government Programs 754-321-2260	
Project Description	Skills for Success is designed to improve academic outcomes and learning environments for high-need middle school students. The program will expand the understanding of existing tools and approaches integrating non-cognitive skills in classroom-level activities in order to improve student educational outcomes, including academic achievement and attendance, and reduce absenteeism and exclusionary discipline. Through innovative, experiential learning such as gaming, web design, and telecommunications, students will be motivated to learn, gain industry certifications, and improve academic performance. The initial planning committee discussed targeting five middle schools with high levels of at-risk youth according to a social severity index. Due to the intense activity associated with integrating new standards in the core curriculum, the group also discussed offering non-cognitive skills development through an elective class.	
Evaluation Plan	The Skills for Success program will use data collected to determine the impact of these approaches on students' academic outcomes and learning environments. Program evaluation will center specifically on the program activities being carried out. The evaluation procedures are designed to determine whether the specific objectives are fulfilled, and more globally, whether the overall goal of the program is met. Both formative and summative evaluation procedures will use qualitative and quantitative data to ensure that the program is effectively implemented and the outcomes are properly measured.	
Research Methodology	An emerging body of research indicates that interventions that focus on enhancing student attributes, such as growth mindsets, resilience, self-control, and other social and behavioral skills, such as self-efficacy, can have a significant and lasting impact on student achievement and behavior. This research suggests that non-cognitive factors may play an important role in students' academic, career and life outcomes.	
Alignment with Strategic Plan	This program aligns with Strategic Plan Goal 1: High-Quality Instruction by improving non-cognitive skills and social-emotional development as well as enhancing student educational outcomes.	