

PEAK – *Promoting Excellence for ALL KIDS!*

**ABSOLUTE PRIORITY.** Children's Defense Fund, national non-profit organization and fiscal agent, in partnership with East Baton Rouge Parish School System, a large, urban Louisiana district serving more than 42,000 students in 85 buildings and Marlboro County School District, a smaller, rural South Carolina district serving over 4,400 students in nine buildings, proposes **PEAK – *Promoting Excellence for ALL KIDS!*** Project services will reflect one overarching strategy – Increased Access to Literacy Development Programs / Materials – and a multi-layered approach: 1) Summer Learning; 2) After School Learning; 3) Academic Interventions Using Technology; 4) Book Distributions; and 5) Early Childhood Reading / Education Readiness.

**COMPETITIVE PREFERENCE PRIORITY 1:** Three Tier 1 Persistently Lowest-Achieving Schools and their feeder elementary and middle schools will be served in *PEAK* – Istrouma Senior High School and Tara High School, both in East Baton Rouge and Marlboro County High School in Marlboro County. Graduation rates are 49.5%, 54.2% and 66.7% respectively.

**COMPETITIVE PREFERENCE PRIORITY 2:** *PEAK* will utilize *Accelerated Reader* and *Safari Montage* technology to provide interventions for students who need additional literacy help and access to stimulating visual instructional tools that aid learning at school and home.

**COMPETITIVE PREFERENCE PRIORITY 3:** *PEAK* will launch an *Early Literacy Freedom School* that was developed by the National Children's Museum in Washington, D.C. and piloted this summer in Marlboro County. *PEAK* will test the efficacy of the model and gather data to prove its effectiveness among high poverty early learners – PreK-2 (ages 3 – 7).

**COMPETITIVE PREFERENCE PRIORITY 4:** Marlboro County School District is a South Carolina LEA, eligible under the Rural/Low Income School (RLIS) program [see *Appendix(a)*].

#### (a) SIGNIFICANCE

East Baton Rouge, Louisiana and Marlboro County, South Carolina, though separated by 829 miles of geography and the distinction of urban vs. rural populations, have much in common. Limited economic and social resources culminate in low achievement for a majority of students in each district. The Census Poverty Rate for East Baton Rouge is 26.46%; for Marlboro County School District the rate is: 40.19%. The following chart provides a snapshot of challenges:

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District Statistics	Grades	Students	F/R %	Minority	Grad Rates	AYP	Tier Status*
East Baton Rouge	PreK-12	42,850	81.0	83%	66.4%	NO	2-T1; 35-T3
Marlboro County	PreK-12	4,408	83.9	71%	66.7%	NO	1-T1; 2-T3
Tier 1 Schools	Grades	Students	Feeder Schools		Grad Rates	AYP	ELA EOC**
Istrouma High	9-12	669	2 EL	2 MS	49.5%	NO	89.0%
Tara High	9-12	906	14 EL	5 MS	54.2%	NO	76.0%
Marlboro High	9-12	1,248	5 EL	3 MS	66.7%	NO	74.8%

\* # Persistently Lowest Achieving Schools Tiers I – III

\*\* % High School Students Below Basic - English Language Arts End Of Course Assessment

More than 75% of the students in our Tier 1 high schools are below basic in ELA because they cannot read at grade level. PEAK programming is designed to address this critical failure.

**(i) Build local capacity to provide / improve / expand services that address needs.** Current literacy programs in East Baton Rouge and Marlboro County, housed in YWCA and community facilities, are insufficient to meet student needs because families lack the resources to participate – lack of transportation, lack of childcare and conflicts with work schedules prohibit families from taking advantage of well-intentioned programming. Our families agree that literacy activities should take place in secure schools where students have access to technology. After meeting and planning for nearly a year, three clear needs have risen to the top: 1) year-round expanded learning opportunities; 2) family literacy experiences; and 3) early childhood readiness activities. The collaborative PEAK Planning Task Force identified the following gaps:

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Gaps / Weaknesses	Proposed Solutions
<b>Need 1: Expanded Learning Opportunities focused on reading attainment / student achievement.</b>	
<b>Gap 1:</b> High poverty schools lack resources to provide summer learning options that help prevent summer learning loss.	Children’s Defense Fund will partner with two school districts to offer PreK, elementary, middle, high school students rigorous, six-week summer <i>Freedom Schools</i> .
<b>Gap 2:</b> Students lack supplementary, effective literacy support to build a mastery of reading	Children’s Defense Fund will offer 30-week enhanced afterschool literacy, technology and service learning

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skills and a love for reading.	programs linked to summer <i>Freedom School</i> curricula.
<b>Gap 3:</b> A lack of technology in participating schools stifles the ability of students to utilize electronic media to gain reading/other skills.	Children’s Defense Fund will utilize <i>Accelerated Reader</i> software and <i>Safari Montage</i> digital media, giving students digital options for improved reading.
<b>Need 2: Family Literacy Experiences that cultivate school connections &amp; a love of reading at home.</b>	
<b>Gap 4:</b> A lack of books in school libraries and student homes results in limited access to age and grade level appropriate reading materials.	Children’s Defense Fund will bring high quality, relevant books into feeder school libraries & distribute free books to children/families to create home libraries.
<b>Need 3: Early Childhood Readiness Activities that prepare children to enter Kindergarten.</b>	
<b>Gap 5:</b> Preschool students lack supplementary literacy options & effective support to build vocabulary mastery and early love of reading.	Children’s Defense Fund will offer <i>Early Literacy Freedom Schools</i> , promote use of assessments/reading curriculum to strengthen language skills of 3/4 yr olds.

Implementation of *PEAK* will provide new knowledge and understanding of education issues and strategies to both local practitioners and national researchers by monitoring the impact literacy-focused expanded learning, family literacy and early childhood activities have on the achievement of our highest needs students and their readiness to succeed in higher levels of education. **Elementary / Secondary School Contribution:** Through expanded summer and after school programming that offers literacy, service learning and specialized interventions for low-performing students, *PEAK* evaluators will be able to assess the impact supplementary learning experiences have on school year performance and education attainment. **Early Childhood Contribution:** *PEAK* will provide local early childhood educators with an opportunity to assess the impact expanded instructional capacity has on the language and pre-reading skills development of young learners. By comparing assessment results of participating youth to previous benchmarks, education planners will be able to assess the impact expanded instructional support in *Early Literacy Freedom Schools* has on the school readiness of pre-Kindergarten students. Results of this grant project will provide educators with the ability to make data-based decisions regarding the investment of resources in early childhood learning. *PEAK* will target three stages of growth to increase local literacy education capacity and promote sustainability:

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<b>Short-Term Impacts</b>
<ul style="list-style-type: none"> <li>• PEAK partnerships will provide students / families with new / expanded education choices;</li> <li>• Academic interventions will give teachers research-based learning tools to reduce failure;</li> <li>• Summer education will reduce summer learning loss; prevent school year failure.</li> </ul>
<b>Mid-Term Impacts</b>
<ul style="list-style-type: none"> <li>• PEAK will increase education relevance, integrating culturally-significant learning curricula;</li> <li>• High quality programs will increase community / family / student commitment to learning by offering summer/afterschool education engaging youth in year-round literacy learning;</li> <li>• Enhanced preschool resources will increase language and pre-reading skills of three and four year old learners and increase Kindergarten readiness of incoming students.</li> </ul>
<b>Long-Term Impacts</b>
<ul style="list-style-type: none"> <li>• Afterschool <i>Freedom Schools</i> will provide venue for highest needs youth to master academic content and demonstrate proficiency in reading and its impact on core subject content areas;</li> <li>• High-quality summer learning will help low-performing schools reduce chronic failure rates;</li> <li>• Improved Kindergarten readiness will reduce elementary reading failure rates in schools;</li> <li>• Strong partnerships will help districts sustain project services beyond grant period.</li> </ul>

The cumulative result of short-term, mid-term and long-term impacts will be the reprioritization of limited resources to promote systemic improvement in education programs that meet the needs of low-performing students living in impoverished urban and rural school districts.

**(ii) Development/demonstration of promising strategies that build on existing strategies.**

Children’s Defense Fund proposes to improve its *Freedom Schools* model through enhanced programs that increase student and family access to literacy education. ***Existing Strategies:*** CDF is well known for its signature *Freedom School* - a six-week, community-based summer literacy program supported by local churches, youth organizations and social agencies. For the past twenty years, community-based *Freedom Schools* have offered academic assistance and hope in some of the most impoverished neighborhoods in the country. In August 2008, Philliber Research Associates examined Kansas City *Freedom Schools* and noted that reading abilities significantly improved over the summer [see Appendix (e)]. A study done in 2009 by UNC

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Charlotte Institute for Social Capital found that *Freedom Schools* had a positive impact on reading for Grade 2-8 students in two NC summer programs [Appendix]. Studies by The Center for Adolescent Literacies at the University of North Carolina, Charlotte in 2009, 2010 and 2011 found that majorities of *Freedom School* scholars grew or maintained in their ability to read as measured by the Basic Reading Inventory (BRI) [Appendix]. While *Freedom Schools* have benefitted more than 90,000 students and families since 1995, CDF seeks to improve success by moving programs into schools and utilizing certified teachers to increase outcomes for youth.

***Enhanced Strategies: Freedom Schools:*** PEAK will improve *Freedom Schools* by offering school-based afterschool, summer and early literacy components enhanced by existing school resources that enrich CDF curricular strategies with standards aligned materials and technology-based learning interventions. Schools offer greater diversity of education resources compared to community venues and promote enrollment by increasing student familiarity with learning environments. ***Family Literacy Initiative:*** CDF will promote family literacy through a book distribution protocol that benefits multiple layers of critical stakeholders ranging from local families enrolled in East Baton Rouge / Marlboro County schools to a national network of low-income communities. Book distribution will increase access to reading material for individual students, families, school libraries, school districts and high-poverty school communities connected through the national CDF *Freedom Schools* initiative. ***Early Childhood:*** CDF will launch *Early Literacy Freedom Schools* – based on curricula developed by the National Children's Museum in Washington, D.C. – for approximately 200 East Baton Rouge and Marlboro County students, ages 3 – 7 years old (grades PreK-2). PEAK will scale up a successful Summer 2012 pilot of the *Early Literacy* effort in Marlboro County, South Carolina. Enhanced and new literacy strategies will allow CDF to improve services to highest-needs youth and promote literacy development in impoverished, underserved school communities.

### (b) QUALITY OF THE PROJECT DESIGN

(i) **Goals, objectives, outcomes clearly specified and measurable.** PEAK – Promoting Excellence for ALL KIDS! – will improve the quality and diversity of services offered to

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highest needs students in East Baton Rouge Parish School System (EBR) and Marlboro County School District (MC). Goals and objectives of *PEAK* include: **Project Goal 1:** To increase access to literacy development programs / materials for urban EBR and rural MC students. **Project Goal 2:** Increase academic performance of students in Reading and English Language Arts. **Objective 1:** Provide year-round expanded learning options for participating students, grades PreK – 12. **Objective 2:** Create family literacy experiences that foster a love of reading; and **Objective 3:** Improve education readiness of early childhood learners. Achievement of goals and objectives will help partner school districts develop capable readers, improve achievement rates and increase educational opportunities for students living and learning in two high needs districts. Evaluation of *PEAK* will include project outcome measures and federal Government Performance & Results Act (GPRA) indicators (see *Evaluation* section).

(ii) **Coordination with community, State, Federal resources.** CDF will coordinate with existing resources to expand access to literacy development programs. *PEAK* will enhance current district-funded preschool efforts in East Baton Rouge and Marlboro County by providing afterschool and summer *Early Literacy Freedom Schools* for 200 children of poverty, ages 3-7. *Freedom Schools* will provide extended learning programs for 450 students, grades 3-12, to expand school-based literacy education strategies. CDF will collaborate with East Baton Rouge and Marlboro County library media specialists to improve inadequate library collections in Tier 1 high school feeder schools. Improved technology resources will enhance *Freedom School* curricula while providing partner district educators with state-of-the-art resources (*Accelerated Reader* and *Safari Montage*) to improve Common Core instruction. CDF will coordinate with district literacy and library programs to augment scarce funding and align all efforts to core academic standards and reduce duplication of services. To the extent possible, CDF will coordinate with partner district Title (I-IV) and School Improvement Planning (SIP) funds. Implementation of *PEAK* will enhance current CDF book distribution initiatives by increasing the number of books distributed to families through its national *Freedom Schools* network.

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**(iii) Comprehensive effort to improve teaching/learning, support standards.** Children's Defense Fund is committed to providing comprehensive learning opportunities for high needs students in an effort to reverse longstanding cycles of failure and underachievement. *PEAK* will provide access to sustained academic programming for students who are currently offered few opportunities to succeed in impoverished urban and rural school districts. The influx of new resources, expertise, curricular options and technology, as well as revitalized energy of dedicated educators, interns, volunteers, parents, caregivers and the community, will lead to access and improvement across five project design layers (see *Project Services* section for details):

<b>Layer 1: Summer Learning</b>
<ul style="list-style-type: none"> <li>• Summer <i>Freedom Schools</i> will expose PreK–12 students to rigorous learning programs that reduce summer learning loss, promote acquisition of literacy skills and increase achievement.</li> </ul>
<b>Layer 2: After School Learning</b>
<ul style="list-style-type: none"> <li>• Afterschool <i>Freedom Schools</i> will expose PreK - 12 students to supplemental literacy programs that improve school year outcomes and promote a love of reading and learning.</li> </ul>
<b>Layer 3: Academic Interventions Using Technology</b>
<ul style="list-style-type: none"> <li>• <i>Accelerated Reader</i> will augment CDF <i>Integrated Reading Curriculum</i> by helping failing students acquire fundamental reading skills needed to meet grade level proficiency standards.</li> <li>• <i>Safari Montage</i> will augment CDF <i>IR Curriculum</i> by providing visual instruction and an award-winning intelligent digital media delivery system that brings the world to students.</li> </ul>
<b>Layer 4: Book Distributions</b>
<ul style="list-style-type: none"> <li>• CDF will distribute books to students enrolled in East Baton Rouge / Marlboro County <i>Freedom Schools</i> to grow family libraries and promote local family literacy initiatives.</li> <li>• <i>PEAK</i> will enhance Tier 1 feeder pattern school libraries with updated books that reflect core content standards and digital media that expand school access to learning resources.</li> <li>• CDF will promote family literacy across its national network of <i>Freedom Schools</i> by offering books to families from some of the poorest communities in the United States.</li> </ul>
<b>Layer 5: Early Childhood Reading / Education Readiness</b>
<ul style="list-style-type: none"> <li>• <i>Early Literacy Freedom Schools</i> will increase family access to early literacy programs that help high needs learners develop foundation language and reading readiness skills, PreK – 2.</li> </ul>

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- *Freedom School* educators will conduct early literacy assessments to measure student readiness, shape curricular programs and inform district teachers of incoming student performance.

**Services Reflect Research and Effective Practice.** The Planning Task Force designed *PEAK* to reflect current research in education practice and theory while addressing the significant needs of students of poverty across participating districts. Embedded within the research-based project design are validated education models and interventions proven to yield positive results in preschool, elementary and secondary education and in schools serving low-income, minority students [see Appendix (e) - Research Proof]. Evidence of effectiveness includes:

<b>Children’s Defense Fund <i>Freedom Schools</i></b>
<ul style="list-style-type: none"> <li>• <i>Freedom Schools</i> have served more than 90,000 students in 84 cities and 28 states since 1995;</li> <li>• Independent evaluation (Philliber, 2005-07) concluded that students enrolled in <i>Freedom Schools</i> score statistically higher on standardized reading assessments than non-participants;</li> <li>• 90% of 2009-10 <i>Freedom School</i> students avoided summer learning loss, maintained reading level or showed gains, as measured by Basic Reading Inventory (UNC Charlotte, 2010);</li> </ul>
<b><i>Accelerated Reader</i></b>
<ul style="list-style-type: none"> <li>• <i>Accelerated Reader</i> recognized as effective, scientifically based intervention (What Works Clearinghouse, Florida Center for Reading, Northwest Regional Educational Lab).</li> <li>• More than 143 independent research studies (25 published in peer-reviewed journals) support effectiveness of <i>Accelerated Reader</i> as literacy intervention for failing students.</li> <li>• Independent study of secondary reading outcomes correlates use of <i>Accelerated Reader</i> to statistically significant growth in outcomes for 85% of study population (Topping, 2006).</li> </ul>
<b><i>Safari Montage</i></b>
<ul style="list-style-type: none"> <li>• Sufficient evidence has been gathered to show the potential of Safari Montage to be a powerful pedagogical tool that supports both language and literacy development (Kern, 2006).</li> <li>• Sustained engagement with digital media like Safari Montage can significantly enhance student motivation and exert a positive impact on general language proficiency (Csizer, 2008).</li> </ul>

(iv) **Performance feedback, continuous improvement integral to design of project.** The *PEAK* Task Force designed procedures to 1) ensure meaningful feedback and 2) promote continuous improvement. **Feedback:** Feedback procedures for each component of *PEAK* will

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help the Project Director, Advisory Board, CDF and district partners provide the best possible programming. Feedback mechanisms include: Evaluator feedback to share outcomes with grant managers and suggest improvements based on results of state assessments and surveys; Fiscal Agent Feedback to ensure cultural relevance of curriculum and services; District feedback to help partner districts assess effectiveness of services and identify opportunities for improvement; and Student feedback to help project leaders align services to changing student needs.

**Continuous Improvement:** The Advisory Board will convene quarterly meetings to assess progress and identify opportunities for improvement. Advisory Board oversight will include: Review of state learning standards to align curricular activities with required content; Analysis of participant feedback to inform grant administrators and partners of strengths and weaknesses; Review of services to assess individual effectiveness of each project element and cumulative outcomes of combined services; Monitor school AYP and test data to measure growth during grant period; and Outreach to school communities to ensure changing priorities are integrated into grant to maximize outcomes and strengthen project and school year linkages.

### (c) QUALITY OF THE PROJECT SERVICES

(i) **Ensuring equal access.** Children’s Defense Fund will provide equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age or disability for participation in *PEAK* across all project services. ***Freedom Schools:*** *PEAK* will utilize curricula proven to engage youth of both genders and students marginalized by poverty. Learning materials will be culturally relevant, accommodating the needs of youth with physical, mental and / or emotional challenges. **Supplemental Activities:** Schools will ensure equal access to all new and /or expanded programs (Summer Learning, Afterschool Learning, Academic (Technology) Interventions, Reading / Education Readiness) without regard to socio-economic background, race, gender, disability or other protected status. All families will be encouraged to attend *Freedom School* afterschool and summer programming and early childhood initiatives and books

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will be distributed at all age / grade levels. *PEAK* will comply with equal access regulations outlined in the General Education Provisions Act (GEPA) section 427.

**(ii) Services appropriate to needs of intended recipients, beneficiaries of those services.**

*PEAK – Promoting Excellence for ALL KIDS!* – is a multi-layered project with services designed to prepare: 1) young learners [ages 3 and 4, K - 2]; 2) upper elementary learners [grades 3 - 5]; 3) intermediate learners [grades 6 - 8]; and 4) adolescent learners [Grades 9 - 12] to enter the appropriate next levels of education with the skills needed to be successful readers and students (**Absolute Priority**). *PEAK* project services, aligned to address needs, gaps and weaknesses, include: a) Summer Learning (**Gap 1**); b) After School Learning (**Gap 2**); c) Academic (Technology) Interventions [**Competitive Priority 2**] (**Gap 3**); d) Book Distributions (**Gap 4**); and e) Reading / Education Readiness - PreK to Grade 2 [**Competitive Priority 3**] (**Gap 5**). Services support three Tier 1 *Persistently Lowest-Performing Schools* [**Competitive Priority 1**], high needs urban and underserved rural schools [**Competitive Priority 4**].

**Layer 1 – Summer Learning (Gap 1):** Children's Defense Fund, national non-profit organization and fiscal agent, will partner with East Baton Rouge and Marlboro County schools to host annual, six-week, summer *Freedom Schools* serving approximately 650 high needs students, grades PreK – 12. *PEAK Freedom Schools*, based on a thoroughly tested and highly effective summer education model developed by CDF, will offer youth the opportunity to invest in their futures during intensive summer education that focuses on improving literacy skills. *Freedom School* components include: 1) Integrated Reading Curriculum; 2) Book Distribution; 3) Service Learning and 4) Parent/Community Engagement. **1) Integrated Reading Curriculum** – Daily instruction – provided by licensed, certified literacy / reading teachers and specially trained college students called Servant Leader Interns (see Management Plan) – will guide students through literacy-based explorations of fiction, nonfiction, poetry and journalism pieces to nurture a greater love for reading among students. Through individual and group exercises, students will develop reading competencies, enhance verbal communication and

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improve writing skills as they respond to literary works in classroom discussions, journals, essays and other activities. **2) Book Distribution.** Every student who participates in a *Freedom School* summer experience will receive a minimum of one book per week to take home and keep. Titles such as Lauren Thompson's *Ballerina Dreams* and Floyd Cooper's *Coming Home* reinforce themes of hope, love and making your dreams come true. Students who participate in summer school and afterschool will amass their own personal libraries. **3) Service Learning –** *PEAK Freedom Schools* will include service learning experiences for all students to reinforce the importance of civic engagement, community empowerment and compassion. A primary service learning initiative will link older *Freedom School* students with young learners (ages 3 and 4) attending EBR & MC preschools to increase teacher capacity to provide individualized instruction and assessment. **4) Parent / Community Engagement –** *Freedom Schools* will offer parents and families the support and skills they need to help their children succeed. Caregivers will serve as guest speakers; assist as classroom volunteers, supervise literacy activities; participate in informal reading activities and engage in community service projects.

<i>PEAK Freedom School Daily Instructional Plan</i>				
<b>Morning Academic Instruction</b>				
<ul style="list-style-type: none"> <li>• Integrated Reading Curriculum using whole-class/group instruction to improve reading skills</li> <li>• English / Language Arts Interventions; Differentiated Instruction by Servant Leader Interns</li> </ul>				
<b>Afternoon Academic Enrichment</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<ul style="list-style-type: none"> <li>• Read Aloud</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• ELA Activities</li> <li>• Service Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Read Aloud</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• ELA Activities</li> <li>• Service Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Technology</li> <li>• Project Learning</li> </ul>

**Layer 2 – Afterschool Learning (Gap 2):** East Baton Rouge and Marlboro County schools will initiate 30-week, year-round *PEAK* afterschool programs that provide diverse learning and developmental programs for students, grades PreK – 12. Afterschool programs will serve up to 50 students per site during the regular school year. Weekly afterschool schedules will include:

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- **Integrated Reading Curriculum (five days per week)** – Children’s Defense Fund in collaboration with leading literacy experts has developed and refined a proprietary Integrated Reading Curriculum that nurtures growth of reading and writing skills while exposing students to culturally-relevant literary sources. The IRC serves as the foundation of the *Freedom School* model and supports learning across the core curriculum and all academic subjects. Literacy development will introduce youth to diverse literary genres and promote the development of inquisitive, self-directed learners. IRC instructional strategies include essay composition, group discussions, role-playing, journaling, peer presentations and games.
- **Academic Assistance (four days per week)** – PEAK will provide struggling youth with differentiated, targeted instruction to promote growth. *Freedom School* Servant Leader Interns will offer assistance across core academic subjects and will receive training to increase mastery and knowledge of LA & SC Learning Standards. Academic assistance will reduce homework frustration, improve reading and writing skills and increase achievement in core academic subjects. *Freedom Schools* will supplement direct instruction with technology-based learning software (*Accelerated Reader, Safari Montage*) that helps youth performing below standards close achievement gaps while providing 21st Century skills and advanced study across core subjects for gifted students performing above grade level benchmarks.
- **Enrichment (two days per week)** – PEAK *Freedom Schools* will adopt an Enrichment Week approach that supplements daily Integrated Reading Curriculum instruction with literacy exercises that provide in-depth exploration of themes embedded in core content standards. Enrichment topics will alternate across diverse subjects (sciences, social studies, mathematics, English language arts and cultural studies) on a weekly basis to link literacy development to growth in content knowledge aligned to topics taught in school classrooms.
- **Youth Development (one day per week)** – High schools will supplement the afterschool *Freedom School* model with postsecondary education awareness activities for students and families. PEAK grant managers will invite representatives from college academic

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departments to present to youth and families to expose students to diverse postsecondary education fields of study and related careers. Elementary/middle school Youth Development activities will focus on project-based/service learning activities to nurture skills and talents.

**Layer 3 – Academic Interventions Utilizing Technology (Gap 3):** Children’s Defense Fund seeks to augment the *Freedom School* literacy experience with individualized interventions that improve fundamental literacy for youth performing below grade level standards. Research and practical knowledge indicate youth must first develop functional reading and language skills before programs can effectively nurture individual growth and interest in literacy topics. Teachers will provide one-on-one and group instruction to teach fundamental skills using validated, research-based instructional models incorporating technology, including: **Accelerated Reader:** Struggling as well as capable and excellent readers will benefit from the acquisition of *Accelerated Reader* software. Programming is scientifically matched to individual Lexile reading level as students use technology to improve their reading skills. Instantaneous electronic feedback allows teachers to use performance data to inform instruction. The goal of the program is to help all students become thoughtful, purposeful and independent readers by increasing reading vocabulary, comprehension, writing proficiency and performance. *Accelerated Reader* will provide individual and small group instruction delivered by licensed, certified teachers, assisted by servant leader interns, during extended reading periods. Intervention periods will supplement rather than supplant daily *Freedom School* Integrated Reading Curriculum activities and provide low-performing students with a double dose of literacy instruction. **Safari Montage:** PEAK will equip East Baton Rouge and Marlboro County school-based *Freedom Schools* with *SAFARI Montage*, an advanced, continuously upgradable, technology-based educational server preloaded with content from highly-regarded education media providers, including NASA, National Geographic, History Channel, Underground Railroad Freedom Center, Scholastic, Mathscool, CyberScience Interactive, Disney, Schlessinger and more. *SAFARI Montage* provides teachers with video, podcasts, virtual excursions and interactive,

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exploratory learning activities. In addition to preloaded content, teachers can upload and manage customized digital content and disseminate to users, including families through home access. *SAFARI Montage* offers its users the world and will greatly enrich school library media centers.

**Layer 4 Book Distributions (Gap 4):** *PEAK* includes a national book distribution strategy across a broad constituency of stakeholders to increase student access to reading materials:

***East Baton Rouge / Marlboro County Students:*** The *PEAK* Advisory Board, in collaboration with participating districts, will choose approximately 175 titles per each of the four CDF reading levels (Grades PreK-2; Grades 3-5; Grades 6-8; Grades 9-12) to include in the year round *Freedom Schools* experience. This core reading list will guide literacy instruction and IRC activities across all learning / grade levels. During implementation of *PEAK*, children enrolled in *Freedom Schools* will be given one book per week to grow family libraries, ie: a minimum of 23,400 books will be given to 650 low-income, EBR and MC students (36 books per child).

***PEAK School Libraries:*** Participating elementary, middle and *Tier 1 Persistently Lowest Performing* high schools (total of 34 schools across two districts) will receive an extensive collection of 2,000 to 2,500 books per year to enhance inadequate, dated library media center collections. Enhanced reading materials will reflect diverse content across core academic subjects and include *Freedom School* reading collections. Site Coordinators will collaborate with district personnel to select materials that fill gaps in library media center collections.

***National Distribution:*** Children's Defense Fund operates 151 *Freedom Schools* serving 87 communities in 27 states. *PEAK* will distribute books to students and families engaged in the CDF national *Freedom Schools* network in compliance with grant eligibility criteria and priority preference: a) books will be distributed to *Freedom Schools'* students enrolled in sites serving communities with a minimum 25% Census Poverty Index; and b) reside in communities served by schools designated as *Tier 1 or Tier 2 Persistently Lowest-Performing Schools*. The Project Director will identify eligible sites that meet both Census Poverty and Tier requirements each year of the grant to ensure book distribution activities meet grant program requirements. *PEAK*

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will fund the acquisition of approximately 300 age-appropriate books for each eligible location, doubling the number of books each child is able to take home - from six to twelve per year.

These three distribution protocols will deliver 145,200 books per year to our highest needs youth.

**Layer 5 – Reading / Education Readiness (Gap 5):** *PEAK* will promote the reading and education readiness of PreK - Grade 2 learners as they prepare to enter higher levels of academic study. Readiness activities will include: 1) Assessment; and 2) Early Childhood Preparation.

**Assessment:** A licensed, certified early childhood teacher will facilitate completion of student assessments for young learners enrolled in EBR and MC *Early Literacy Freedom Schools* (ages 3 and 4) using *STAR Early Learning Assessment*. Pre-instructional assessments will provide early childhood educators and interns with information needed to identify individual learning needs and develop appropriate intervention plans. Upon completion of *Early Literacy Freedom Schools*, teachers will conduct post-assessments to monitor growth. Results will be shared with school district teachers and counselors to inform elementary school educators of the performance levels of incoming students. **Early Childhood Preparation:** East Baton Rouge and Marlboro County will host *Early Literacy Freedom Schools (ELFS)* for young learners ages 3-7 (enrollment of up to 100 students in each district). The *ELFS* curriculum was developed by CDF in collaboration with the National Children's Museum in Washington, D.C. and piloted in Marlboro County during summer 2012. *PEAK* will scale up early literacy programming in East Baton Rouge and Marlboro County *Freedom Schools*, measuring its effectiveness in developing pre-reading / early literacy skills among young learners in high-needs communities.

**(iii) Training sufficient to lead to improvements.** *PEAK* will include specialized professional development and training for all project personnel, including the Project Director, Site Coordinators, *Freedom School* Teachers and Servant Leader Interns. Targeted professional development will ensure that *PEAK Freedom Schools* are implemented with fidelity to the Children's Defense Fund model while fully integrating enhancements that promise to elevate the quality of student services. Professional development – offered by Children's Defense Fund *Freedom Schools* experts at the CDF Haley Farm retreat, education specialists from the National

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Children’s Museum, curricular vendors (*Accelerated Reader / Safari Montage*), assessment experts and East Baton Rouge and Marlboro County academic leaders – will ensure grant staff possess the expertise needed to implement *PEAK*. Professional development will include:

Provider	Content / Topics	Duration
<b>CDF National Training Center</b>	<ul style="list-style-type: none"> <li><i>Freedom Schools</i> model training for <i>PEAK</i> Project Director, Site Coordinators and <i>Freedom Schools</i> teachers / servant leader interns.</li> <li>Summer / Afterschool <i>Integrated Reading Curriculum</i> training for Project Director, Site Coordinators and <i>Freedom Schools</i> educators / interns.</li> </ul>	10-day training
<b>National Children’s Museum</b>	<ul style="list-style-type: none"> <li><i>Early Literacy</i> curriculum training for <i>PEAK</i> Project Director, Site Coordinators and <i>Freedom Schools</i> teachers / servant leader interns.</li> <li>Early literacy assessment training for <i>Freedom Schools</i> educators.</li> </ul>	5-day training
<b>Accelerated Reader / Safari Montage</b>	<ul style="list-style-type: none"> <li><i>Accelerated Reader</i> training for library media specialists, classroom teachers and <i>Freedom Schools</i> educators.</li> <li><i>Safari Montage</i> training for library media specialists, classroom teachers and <i>Freedom Schools</i> educators.</li> </ul>	2-day training

Implementation of *PEAK* will promote growth in literacy achievement across preschool, elementary, middle and high school students and ensure all children can read and succeed.

**(d) ADEQUACY OF RESOURCES**

Established in 1973, Children's Defense Fund is a national, non-profit organization with the capacity to work for children at federal, state and community levels. With headquarters in Washington, D.C., offices in California, Minnesota, Mississippi, New York, Louisiana, Ohio, South Carolina and Texas, CDF possesses extensive resources and expertise serving highest needs youth. In the past 20 years, CDF *Freedom Schools* have served 87 communities in 27 states. CDF maintains linkages with institutions of higher education, curricular specialists and education experts that enrich organizational capacity to sustain outstanding education programs.

**(i) Costs are Reasonable in Relation to Objectives.** *PEAK* was designed to provide a cost effective way to deliver services to high needs urban and rural students of poverty. Across the

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five service layers – Summer Learning, After School Learning, Academic Interventions Using Technology, Book Distribution and Early Childhood Reading / Education Readiness – there is tremendous value for the dollar. The six-week summer and 30-week afterschool *Freedom Schools* are the centerpiece of the proposal and account for approximately [REDACTED] of the total budget. Book distribution makes up [REDACTED] of the total budget and the *Early Literacy Freedom School* and Reading / Readiness activities represent [REDACTED] of the request. Three percent [REDACTED] of requested funds will support academic interventions and technology-based learning resources. More than [REDACTED] of the budget is allocated to vital academic components that directly serve students. Other Costs: the project director, required travel, evaluation and administrative costs.

**(ii) Costs are Reasonable in Relation to Persons Served.** *PEAK* will provide a tremendous opportunity for CDF to partner with two school districts to invest in quality learning experiences that promote achievement while remaining fiscally efficient. *PEAK* will serve 19,027 students (ages 3 - 4 and Grades K - 12), enrolled in 2 PreK, 21 elementary (K-5), 10 middle (Gr 6-8) and 3 high schools (Gr 10-12). The average cost per student of the project is [REDACTED] based on 225 operating days during the school year and summer – less than the cost of [REDACTED]. Direct instructional programming will serve a minimum of 200 PreK - 2 students, a minimum of 150 elementary students (Grades 3-5) and a minimum of 300 secondary students (Grades 6 - 12) per year across five layers of service. Cost of direct instruction is [REDACTED] per student served. In addition, 7,550 *Freedom Schools* students at 151 current sites will be served by book distribution. *PEAK* expenditures will comply with all federal guidelines and, upon funding, the Project Director and Site Coordinators will work with the Advisory Board to assimilate *Freedom Schools* into each school community to grow and sustain after the 24 month grant period ends.

#### **(e) QUALITY OF THE MANAGEMENT PLAN**

**(i) Adequacy of Management Plan.** A strong grant management plan will enable Children's Defense Fund to successfully implement *PEAK* and promote the achievement of identified project goals, objectives and outcomes. Grant management will focus efforts on the following

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progress-monitoring and oversight strategies to increase sustainability of outcomes and services:

**On Time:** While Children's Defense Fund – applicant and fiscal agent – is ultimately responsible for administering *PEAK*, the project is designed to foster a collective decision-making process across two high needs school districts, one urban and one rural, facilitating collaboration and autonomous prioritization of needs. Administrators have prioritized gaps identified during the needs assessment and will coordinate delivery of services across grade levels, schools and communities as allowed in the RFP. While overlapping / common needs exist among EBR and MC schools, prioritization of those needs – based on ongoing analysis of student and community data – will allow both districts to ensure that *PEAK* responds, over the life of the grant and beyond, to the unique conditions impacting participating PreK through Grade 12 students.

**Within Budget:** CDF and school district partners will collaborate to maximize the use of local funds, in-kind services and grant resources. The Planning Task Force designed the budget to meet program goals and objectives, emphasizing inclusive education strategies that provide equal access for all youth and families while meeting required state standards and promoting the goals of the *Innovative Approaches to Literacy* program. Each budget line item is linked to one or more of the Absolute and Competitive Priority components and grant services. The budget is fiscally efficient while providing sufficient funds for targeted, comprehensive programming. The Project Director and CDF Finance Office will manage expenditures in accordance with appropriate state spending regulations and will prioritize allocations to ensure completion of the project. The Project Director and Advisory Board will coordinate with schools and partners to identify complementary programming and funds that expand the reach of *PEAK* and sustain systemic changes initiated during the grant period. ***PEAK* Timeline:** The Task Force has developed a detailed timeline with defined responsibilities and milestones to guide implementation of *PEAK*. The Project Director / Evaluation Team will use the timeline below to monitor progress during the 24-month grant period: October 1, 2012 - September 30, 2014.

***PEAK* IMPLEMENTATION TIMELINE\* (see pg. 25 for Evaluation Timeline)**

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KEY: Advisory Board (AB); Project Director (PD); Site Coordinators (SC); Evaluation Team (ET)	
ONGOING: <i>Freedom Schools</i> , Qtrly AB Mtgs; Buy/Distribute Books; Trainings; Sharing Results	
<b>Quarters 1 (Oct - Dec) &amp; 2 (Jan - Mar)</b>	<b>Quarters 3 (Apr - June) &amp; 4 (July - Sept)</b>
<b>Year 1</b>	
<u>Q1</u> : Hire Project Director (CDF); Convene Advisory Board (PD); Schedule trainings (SC); Order materials/software (AA); Align curriculum to LA/SC standards (CDF); <u>Q2</u> : Assess PreK (T); Trainings (All); After school <i>Freedom Schools</i> (SC); Order books (AA)	<u>Q3</u> : Order & deliver books (AA); Summer <i>Freedom Schools</i> (CDF); <u>Q4</u> : Wrap Yr 1 activities (All); Prepare Year 1 APR (ET, PD); Plan Year 2 (All); Sustainability planning (All); Share results with AB/ boards (PD,ET); Yr 2 Afterschool <i>Freedom Schools</i> (CDF); Trainings
<b>Year 2</b>	
Schedule trainings (SC); Order materials/software (AA); Assess early learners (T); Attend trainings (PD, SC, T); Continue Afterschool <i>Freedom Schools</i> (SC); Order/deliver bks (AA)	Summer <i>Freedom Schools</i> (CDF); Post-surveys, yr end data (ET, PD); Wrap Yr 2 activities (All); Prepare Year 2 APR (ET, PD); Share results (PD,ET); Execute Sustainability (All)

\*Expanded timeline will be developed by collaborative Advisory Board upon receipt of funding.

**(ii) Time Commitments of Key Personnel are Adequate.** Management of *PEAK* will be a collaborative effort linking CDF and district partners guided by the following key management personnel: **1) *PEAK* Advisory Board (Quarterly):** Including representatives from CDF, EBR and MC, the AB will provide ongoing implementation and management guidance to the *PEAK* Project Director. The Advisory Board will meet quarterly to monitor implementation progress aligned to the Absolute Priority / Competitive Preferences and measure outcomes compared to the goals and objectives specified in the *Evaluation Section* of this proposal. The Advisory Board will provide guidance to the Project Director to facilitate efficient expenditure of funds and promote collaborative activities, building longstanding community partnerships that sustain services beyond the grant. **2) Project Director (1.0 FTE):** The Project Director will serve as the primary grant administrator and will be charged with successful completion of all elements of the grant management plan. The PD will oversee delivery of services, monitor expenditures, review data and outcomes to inform decision-making, chair the *PEAK* Advisory Board and

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facilitate linkages with district and national *Freedom Schools* partners. The Project Director will coordinate evaluation activities with an external evaluation firm to assess outcomes of *PEAK* (see *Evaluation* section). **3) PEAK Site Coordinators (2.0 FTEs):** Overseeing the daily operations of *PEAK* in EBR and MC, SC's will manage local personnel, recruit students/families and build linkages with the community. **4) Freedom School Teachers & Servant Leader Interns:** A total of 28 certified teachers and 70 servant leader interns will be responsible for the day-to-day operation of each *Freedom School* (four per district, eight total sites). Teachers and Interns (pre-service teachers pursuing degrees / certification from accredited Teacher Education college programs) will receive specialized training from CDF to provide daily instruction to students enrolled in after school and summer *Freedom Schools*. Teachers will deliver whole group instruction and work with students using *Accelerated Reader*. Interns will provide differentiated instruction to individual students and small groups of students. Working as a team, teachers and interns will implement CDF's *Integrated Reading Curriculum*, facilitate Service Learning and Project-based Learning activities and collaborate with the Project Director to facilitate communication with parents and partner school faculty and administration. **5) Administrative Assistant (0.4 FTE):** CDF will hire a part-time Administrative Assistant to support the Project Director during the two-year project and manage logistics of the book distribution strategy. **6) Principal Investigator:** An external evaluation team will engage in ongoing / monthly activities to implement an effective evaluation plan, collect and analyze outcome data, assess performance measures, prepare reports and provide improvement feedback.

**(iii) Adequacy of Mechanisms Ensuring High Quality Products / Services.** Effective grant management will include well-defined procedures that provide an administrative process to accomplish the goals and objectives of *PEAK*. Management plan procedures include the following steps: **(1) Initiate Grant** – CDF will hire staff and host briefing with districts to launch *PEAK*; **(2) Implement Records Management Protocol** – Project Director will maintain program file to document implementation, evaluation and fiscal milestones, from grant award through completion; **(3) Implement Fiscal Management Protocol** – CDF Finance Office will

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establish a system of accounting, cost management, reporting and auditing to promote efficient expenditure of funds; **(4) Implement Action Model** – Project Director, Advisory Board and Evaluation Team will develop / revise action model to identify project components and services linked to *PEAK* Timeline to ensure completion of all project design layers; **(5) Implement Goods / Services Management Protocol** – CDF will implement protocol to procure goods / services and manage acquisitions in compliance with applicable regulations; **(6) Implement Evaluation Plan** – Project Director and Evaluation Team will sustain ongoing evaluation to measure outcomes, collect feedback needed to promote improvement and provide leaders with a step-by-step process/detailed timelines that ensure completion of all activities and services.

**(f) QUALITY OF THE PROJECT EVALUATION**

Children's Defense Fund plans to contract with EduShift, Inc., a 12-year-old research/evaluation organization, to conduct process/outcome evaluation promoting continuous quality improvement throughout the duration of *PEAK*. Senior Investigator, Carol Guse, is a seasoned grants administrator and evaluator. She has served as principal investigator in over 250 federal/state government grants; taught as an instructor with Indiana University and St. Francis College; possesses substantial experience administering federal, state and foundation grants and conducted program evaluations for the United States, Michigan and Indiana Departments of Education as well as school districts across the country. With a strong background in education, grant administration, accounting, auditing and evaluation, Guse and her team of grants professionals contribute valuable experience and expertise to *PEAK*.

**(i) Objective Performance Measures Produce Quantitative and Qualitative Data.**

Evaluators will utilize the research-based *FORECAST* model (*FORMative Evaluation, Consultation, And System Techniques*) to evaluate *PEAK*. *FORECAST* employs four components to provide practitioners with a structured approach to evaluation, aligned to diverse variables:

<b>MODEL</b>	Create action model of grant program to guide implementation
<b>MARKER</b>	Identify indicators of progress to assess achievement of model

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<b>MEASURE</b>	Develop measures that evaluate achievement of markers
<b>MEANING</b>	Assess outcomes using data from measures to determine impact

Use of the model will facilitate evaluation of process / outcome objectives to yield reliable data:

- **Model:** EduShift will construct an action model for each year of the grant that includes all events and links the implementation timeline with evaluation activities to ensure all facets of the evaluation process are aligned to the project and all evaluation steps are completed.
- **Marker:** Evaluation team will collect baseline data and identify annual benchmarks based on performance measures to help grant administrators determine if progress is sufficient to promote attainment of objectives. Performance measures include annual growth targets; evaluators will use baseline data as a comparison to determine the magnitude of results.
- **Measure:** Evaluators, grant personnel, partners and participants will implement assessment tools (state content exams, surveys, focus groups) aligned to *PEAK* strategies to collect data. Data analysis will explore statistical relationships between services and outcomes.
- **Meaning:** Results of data analysis will equip evaluators and grant managers with outcome indicators needed to draw conclusions and assess strengths and weaknesses. Interpretation of data will provide feedback that helps stakeholders make informed decisions about the effectiveness of *PEAK* strategies (Summer and After School *Freedom Schools* Integrated Reading, *Accelerated Reader*, *Safari Montage*, *STAR Early Childhood Assessment*).

Utilization of the *FORECAST* model will provide evaluators, the Project Director and Advisory Board with feedback regarding the unique effects of specific program elements. Evaluation will include both process and outcome assessment. **Process Evaluation:** Process evaluation will provide feedback pertaining to the achievement of operational benchmarks in accordance with proposed timelines. Process measures will ensure that all project activities occur in a timely manner so that completion of the project will yield outcomes. An expanded *PEAK* Timeline and *FORECAST* action model will serve as process evaluation tools allowing EduShift to determine compliance with the scope and schedule of the proposed project. **Outcome Evaluation:**

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Outcome evaluation will focus on the measurement of performance indicators that correspond to the scope and purpose of *PEAK* – including early childhood education support and summer / after school learning. Process and Outcome evaluation methods will include:

- **Data Collection:** EduShift will collect data to establish baseline indicators for each GPRA and performance measure. Baseline data will facilitate comparative analysis of interim, annual and end-of-project data to measure outcomes. Ongoing data collection using project-specific tools will facilitate outcome analysis and timely reporting of results.
- **Evaluation Tools:** Evaluators will utilize multiple instruments to collect qualitative and quantitative data, including: 1) Assessment Scores: Annual state administered Reading and ELA assessment results, compared to 2012 baseline, will measure academic outcomes; *STAR Early Learning Assessment* results will generate early childhood data for GPRA and project measures; school performance statistics will assess impact of *PEAK* on school readiness. 2) Teacher Survey: *Freedom School* teachers and interns will complete an annual opinion survey to assess perceptions of project quality, student impact and personal growth. 3) Project Director Survey: Project Director will complete annual opinion survey to evaluate leadership perspective regarding quality of activities, relevance of programming and perceptions of student impact. 4) Student Survey: *Freedom School* students will complete annual opinion surveys to assess student attitudes toward literacy and service learning. 5) Site Visits: EduShift, Inc. will conduct multiple site visits per year to solicit feedback from stakeholders through focus groups and observational analysis of progress.
- **Data Analysis:** EduShift will complete multiple statistical treatments of data to assess associational results, casual inference of outcomes, causal relationships between interventions and results (if any) and correlation of variables to observational results. Subgroup analysis will provide data to inform CDF & school district partners of local results.
- **Reporting:** EduShift, Inc. will collaborate with the PD to submit Annual Reports and additional information to Advisory Board and school stakeholders for meaningful feedback.

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Goals, objectives and GPRA/project-specific performance measures will serve as primary indicators used to assess progress; indicators will assess impact/interventions/curricula/activities.

<b>PEAK: Goals, Objectives, GPRA Measures, Project Indicators</b> <b>October 1, 2012 - September 30, 2014</b>	<b>Evaluation Tool</b>
<b>GOAL 1:</b> Increase access to literacy development programs and materials.	
<b>Objective 1:</b> Provide supplementary learning options for PreK-12 participating students.	
<b>Indicator 1.1:</b> Afterschool and Summer <i>Freedom Schools'</i> programming will serve a minimum of 650 students per year, ages 3 & 4 and Grades K - 12 in EBR & MC.	Enrollment
<b>Indicator 1.2:</b> Books will be distributed to 34 participating school libraries; every child enrolled in after school/summer <i>Freedom Schools</i> will receive at least 10 bks.	Books Distributed
<b>Indicator 1.3:</b> Each <i>Freedom School</i> will utilize <i>Accelerated Reader</i> software and <i>Safari Montage</i> intelligent digital media to improve student reading skills.	# Licenses Servers
<b>GOAL 2:</b> Increase academic performance / readiness in Reading & English Language Arts.	
<b>GPRA Measure 2:</b> % 3rd graders who meet or exceed proficiency on state reading or ELA assessments will increase at least 15% by 9/14, when compared to baseline.	LA & SC Assessments
<b>GPRA Measure 3:</b> % 8th graders who meet or exceed proficiency on state reading or ELA assessments will increase at least 15% by 9/14, when compared to baseline.	LA & SC Assessments
<b>GPRA Measure 4:</b> % HS students who meet or exceed proficiency on state reading or ELA assessments will increase at least 15% by 9/14, when compared to baseline.	LA & SC Assessments
<b>Objective 2:</b> Create family literacy experiences that foster a love of reading.	
<b>Indicator 2.1:</b> Distribute books to a minimum of 4,000 families of poverty per year.	FS Records
<b>Indicator 2.2:</b> Increase % of FS families self-reporting parent/child reading activity.	FS Survey
<b>Objective 3:</b> Improve education readiness of early childhood learners.	
<b>Indicator 3.1:</b> The number of 3 and 4 year old children participating in after school <i>Early Literacy Freedom Schools</i> will increase a minimum of 10% per year	Enrollment Numbers
<b>Indicator 3.2:</b> The number of 3 and 4 year old children participating in summer school <i>Early Literacy Freedom Schools</i> will increase a minimum of 10% per year	Enrollment Numbers
<b>GPRA Measure 1:</b> % 4-year-olds who achieve significant gains in oral language skills will increase at least 15% by 9/2014, when compared to baseline measure.	STAR Literacy

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**(ii) Evaluation Will Provide Performance Feedback and Periodic Assessment.** Analysis of evaluation data will be extensive and ongoing to ensure a constant flow of feedback to facilitate program improvement (see pgs. 8-9). Evaluators will monitor all layers of the project design (Summer Learning, After School Learning, Academic Interventions, Book Distribution and Reading / Education Readiness) through continuous assessment of process and outcome measures to examine the effectiveness of the program as it evolves. Evaluation Timeline: EduShift, in collaboration with CDF and school district partners, will complete a customized and rigorous evaluation of all activities. Evaluation timeline below details completion of activities:

<b>PEAK EVALUATION SUMMARY TIMELINE</b>
<u>Yr 1; Qtr 1</u> Work with project personnel to create action model; Prepare survey tools for elements identified in action model; Initiate monthly conference calls with Project Director; Review survey tools with project personnel; Conduct baseline surveys, compile baseline enrollment and academic statistics.
<u>Qtr 2</u> Monitor program activities; Collect baseline surveys and analyze results; Conduct focus groups; Monthly evaluation conference calls; Develop and implement process evaluation monitoring tool.
<u>Qtr 3</u> Administer year-end post-surveys to assess performance indicators; Monthly update conference calls with personnel; Conduct site visits and focus groups; Prepare/submit Annual Performance Report.
<u>Qtr 4</u> Plan Year 2 <i>PEAK</i> activities; Review evaluation results with personnel to identify and mitigate implementation weaknesses; Offer improvement suggestions based on evaluation results; Monitor effectiveness of Summer & After School Learning / Interventions / Distribution & Readiness activities.
<u>Yr 2</u> Sustain / expand programming; Administer student, parent & teacher surveys; Monthly update calls to review activities; Conduct process / outcome analysis; Prepare and submit annual performance reports; Launch sustainability model; Share successes with community; Submit Final Report.

**Annual Progress:** The Evaluation Team will report results and outcomes to CDF on an annual basis and will provide the *PEAK* Advisory Board, district administrators, Project Director and grant personnel a summary of results. The evaluation plan will be reviewed, as needed, to ensure that evaluation of *PEAK* provides sufficient data to help project managers implement an effective program for highest needs students. If desired outcomes of the project are not seen in evaluation results, the Project Director and district partners will solicit feedback and suggest modifications.