

JAN 6 2010

**IDAHO COMMISSION FOR LIBRARIES
LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA)
DRAFT & FINAL COMPETITIVE OR
JUST IN TIME GRANT APPLICATION – COVER SHEET**

Applicant: Sue B. Bello, Library Media Coordinator, Boise School District
 Address: 8169 W. Victory Road City: Boise, ID Zip: 83709
 Project Name: Engage Learning with Big6 Skills
 Contact Person/ Title: Sue B. Bello, Library Media Coordinator , Boise School District
 Phone & E-mail: 208 854-4131DSC, sue.bello@boiseschools.org

This application is for: **Planning a project** **Implementing a project**
 Check the LSTA Priority under 1, 2, or 3 that applies to your project:

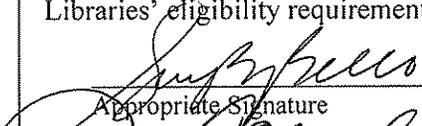
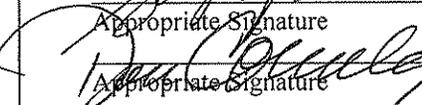
- #1. Library Technology, Connectivity, & Services**
- Developing library services that provide all users access to information through local, state, regional, national and international electronic networks;*
 - Providing electronic and other linkages among and between all types of libraries;*
- #2. Services for Lifelong Learning**
- Expanding services for learning and access to information and educational resources in a variety of formats in all types of libraries for individuals of all ages;*
 - Developing public and private partnerships with other agencies and community-based organizations;*
- #3. Services to Persons Having Difficulty Using Libraries**
- Targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills;*
 - Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line;*

I have discussed this project with the following Commission for Libraries consultant as required: Consultant Name: Anne Abrams and Erin McCusker Date: October, 2009

Budget Summary:	LSTA request: (max 75% of total)	\$17,083.00
	*Local match (min. 25% of total):	\$ 5,744
	Total Project:	\$22,827.00

* Match requirement identified on project appendix.

SIGNATURE AND CERTIFICATION:
All participating libraries and other entities must sign copies of this certification: We are aware of, and agree to comply with, the federally mandated assurances enumerated in the Civil Rights Certificate, OMB Circulars 2 CFR Part 220, 225, and 230, and are compliant with Commission for Libraries' eligibility requirements for LSTA.

	Boise Schools Library Media Coordinator, November 4, 2009
Appropriate Signature	Title Date
	Executive Director of Curriculum, Boise School District November 4, 2009
Appropriate Signature	Title Date

**REQUIREMENTS FOR THE COMPETITIVE GRANT APPLICATION (DRAFT AND FINAL)
OR JUST IN TIME GRANT APPLICATION:**

Grant applicants must review the grant submission information found in **Appendix C – Requirements for Competitive or Just In Time** grant (page 41).

Please use 12-point Times Roman or Arial font for all application materials.

Application consists of:

- Eligibility Checklist (Appendix A) for each appropriate library as identified on page 14.
- Competitive (Draft or Final) or Just in Time Grant Application - Cover Sheet
(Refer to page 25 Appropriate Signatures .)
 - Application Narrative 1 - 6
 - Proposed Project Budget
 - Project Related Personnel Costs -
 - Job Description(s) –
- LSTA Outcomes Logic Model (The outcome logic model is **not required**. More information on page 20.)
- Appropriate Appendix (See your library consultant for guidance):
 - Appendix B – General Requirement for All Projects (Read and understand)
 - Appendix C – Requirements for Competitive or Just-In-Time Grants
 - Appendix D – Requirements for Consortium Planning Projects
 - Appendix E – Requirements for Networking and Resource Sharing Projects
 - Appendix F – Requirements for District Assessment or Planning Projects
 - Appendix G –Requirements for Projects Creating, Expanding, or Consolidating Library Districts
 - Vendor quotes are required for contracted services, equipment, software and quantities of library materials and/or other types of merchandise.**

(If personnel expenses are part of the total project budget, the Project Related Personnel Costs form must be completed and accompanied by a job description for each position identified.)

Application Instructions:

- Answer each of the questions in the narrative portion of the application as clearly and completely as possible.
- Format your responses identifying the question number, letter, and reiterating the questions for ease of reading.
- Write your response with the assumption that the application reader knows nothing about your library or your project.
- For your convenience, this application form is provided in Word format on the ICFL website at <http://libraries.idaho.gov/page/library-services-technology>.
- The completed application must be received by ICFL by 5PM on the application due date for Competitive Grants or at least 6 weeks prior to a scheduled Board of Commissioners meeting for Just In Time applications.
- Send applications to: **Grants Contracts Officer, Idaho Commission for Libraries, 325 West State Street, Boise, Idaho 83702**

APPLICATION NARRATIVE

1. PROJECT DESCRIPTION (Refer to page 18 for assistance)

Provide a brief narrative description of 300 words or less responding to the following questions:

A. What are you planning to do?

This grant project will be led by teacher-librarians who work with teachers and students in all grade levels in Boise schools. The Boise Schools Media Specialist classification states teacher-librarians serve in "... a professional position with the principal function to collaborate with teaching staff in the development of student literacies, including digital, visual, textual and technological skills.

Teacher-librarians will collaborate with classroom teachers to develop joint projects, activities and assignments that engage students using common language and expectations. Students learn how to learn when instructors work together using uniform processes that build independent learning skills.

On December 7th and 8th, 2009, 13 secondary teacher librarians went through a two day training with two teachers from their school. Thirty-one elementary library para-professionals attended the first day of training which was a basic introduction into the Big6™ process. Four of these elementary librarians attended the second day of training with a teacher from their school. On the second day of training teaching teams developed lesson plans and projects. Seventy-four educators were trained in Big6 skills and began working together to improve teaching and learning using the Big6 process..

This project will expand the valuable Big6 team collaborative to the rest of the 27 elementary para-professionals and a teacher from their school. The original four elementary para-professionals will serve as mentors and they will bring a teacher-partner to the training. An additional 26 secondary teachers will be trained in the Big6 process and develop projects with their teacher-librarian.

B. How do you plan to do it?

School librarians will facilitate collaborative teams at their schools to integrate Big6 skills at all levels of instruction and produce students that learn how to learn independently, setting the stage for life-long learning.

Each teacher-librarian will bring a team of teachers from their school to the Big6 training. The training will introduce a model of common language and expectations. At the end of the training, participants will have developed joint projects, activities, and assignments. Teachers and librarians will be granted professional development leave to attend the 2 day training. An agenda of the training is included.

Team makeup:

Forty-four school library staff will lead 57 teachers through the Big6 model:

13 Teacher-Librarians will have two teachers on their team 13 +26=39

31 School Library Elementary paraprofessionals will collaborate

44 at the training with one teacher from their school 31 +31 =62

Total Participants: 101

- C. Revisiting your statement in 2. **NEED** below. What is the result the library hopes this project will achieve for its users, or what difference will this project make for your target audience?

As a result of these grant activities students will be engaged in learning at a higher level in Boise libraries and classrooms. Higher-level learning requires students to synthesize and internalize knowledge by engaging in the learning process, enabling them to transfer that knowledge to other situations. Active learning is a key indicator that higher-level learning is taking place, a hallmark of life-long learning.

This school year, Boise schools used Look 2 Learning (L2L) training to visit classrooms and assess how students are learning. Trained teachers and administrators visiting classrooms with a common goal to determine what kind of education is taking place in their classrooms and library. This research-based tool allows schools to identify student achievement and the need to enhance classroom practices.

Collected data includes the high-impact, leading indicators of learning, providing focused information about learning. On the Data Collection Form (included) teachers are trained to quickly observe students and answer this question: Does the work assigned students incorporate engaging qualities?

Personal response (cues)

- Clear/Modeled expectations'(rubric)
 - Emotional/Intellectual Safety (help)
 - Learning With Others (produce in group)
 - Sense of Audience (share w/parent post)
 - Choice (of tasks)
 - Novelty/ Variety (simulations, role play)
 - Authenticity (inquiry, discovery, ownership)
- By seeing three or more of these indicators observers determine students in the classroom are engaged.

2. **NEED** (Refer to page 19 for assistance.)

Provide a brief narrative description of 300 word or less, responding to the following questions:

- A. How and when did you determine this project is needed in your community?

Through training at the Idaho Commission for Libraries' March 2009 Critical Learning Skills in the 21st Century in-service, teacher-librarians, teachers and administrators recognized the benefits of the Big6 model to change the way librarians and teachers teach by incorporating active learning techniques. Big6 is a learner-centric model with steps that engage the student in everyday learning.

This is addressed in ISTE's Educational Technology Standards for Teachers in Educational Standard 1.d. (www.iste.org):

1. Facilitate and Inspire Student Learning and Creativity
 - d. model collaborative knowledge construction by engaging in learning with students.

Charles C. Bonwell and James A. Eison ask WHAT IS ACTIVE LEARNING AND WHY IS IT IMPORTANT? in the ERIC Digest article by the same title, writing that:

students must do more than just listen: They must read, write, discuss, or be engaged in solving problems. Most important, to be actively involved, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation. Within this context, it is proposed that strategies promoting active learning be defined as instructional activities involving students in doing things and thinking about what they are doing. Use of these techniques in the classroom is vital because of their powerful impact upon students' learning.

While the Look2Learning assessments will not be reported until May, 2010, initial findings indicate students are not actively learning and therefore not developing higher learning skills jointly taught in the Big6 process.

- B. Describe the target population and estimate the number this project will serve.

Our target population is the 1824 students of the 57 teachers who will attend the October 2010 Big6 training. As part of the project these teachers will produce collaborative projects and post results on a joint webpage with acknowledgement of LSTA funding support. In the future, all 25,101 students in the district will learn using Big6 skills as the model is implemented district wide Kindergarten through 12th grades.

- C. Please identify your source for this information?

Boise School District enrollment of 25,101 as of August 9, 2009 was reported by Area Directors Dr. Bonnie Gallant, Michael Cunningham, Matt Kobe and Coby Dennis.

- D. Explain how this service will help the target population overcome the disadvantage and/or satisfy the need. Are these services currently offered by the library and if so will this project enhance those services?

It is the job of the teacher-librarian to collaborate with teachers. By using the Big6 model a common language and expectations of learners will be built into collaborative lesson plans and activities. The Big6 model also actively engages learners. The assignments, built on uniform questions and steps, will require students to use higher levels of learning to complete the assignment. Higher level learning requires the student to gather information, understand it and use it in daily learning. This model will help us be better teachers and students to be effective learners.

- E. Cite the objective and activity in your library's and participating libraries' strategic plan/s that support this project.

INDEPENDENT SCHOOL DISTRICT OF BOISE CITY STRATEGIC PLAN 2015
includes
2009-10 STRATEGY:

- 1.3 -Continually improve the quality of instruction in the Boise District.
1.3.3 Improve the teaching of higher order thinking, reasoning and problem solving skills across grades, content and courses, in order to develop self-directed learning skills.

ACTIONS 2009-10:

- 1.3.3 -Create professional development focused on higher order thinking, reasoning and problem solving skills.
-Encourage development of self-directed learning skills through student application of higher-order thinking.

http://www.boiseschools.org/district_info/strategic_plan

3. REGIONAL/STATEWIDE IMPACT *(Refer to page 19 for assistance)*

Provide a brief narrative description of 300 word or less, responding to the following questions:

- A. How will this project effect other libraries and library development in your region and/or statewide on a long-term basis?

Teacher-Librarians and Library Para-professionals will share insight about this project through presentations at ILA and other venues as the opportunity arises. In addition, LibIdaho messages inviting school librarians to visit our website promoting collaborative lesson plans will be extended to the library community.

- B. Describe how this project is a direct step toward one of the Commission for Libraries Strategic Issues for library development (see Table 1 on page 11)

Strategy: How do Idaho libraries create and promote a vital identity?

Through this project, Boise School District teachers and students will see the school library as central to learning. School librarians will facilitate collaborative teams at their schools to integrate Big6 skills at all levels of instruction and produce students that learn how to learn independently, setting the stage for life-long learning. School librarians serve as leaders in collaborative teams organized to improve student engagement in knowledge base learning as well as technical and interpersonal skills. A collaborative resource-based learning approach builds a continuum of life-long learning skills into daily learning activities in our schools.

- C. Which of Idaho's 2020 Vision focus areas listed on page 5 of the LSTA Grant Application Kit does this project address and how?

The Big6 learning skills to be applied by teachers and students through this grant project directly relate to the following Vision of Idaho's Libraries in 2020.

- ✓ Learning Centers, where anyone can come to any library and learn to use global information resources in a high-touch atmosphere
- ✓ Strongly branded so when people think of libraries they think of dynamic places of passion and opportunity

4. **PLANNING AND SUSTAINABILITY** *(Page 19 for assistance)*

A well planned project identifies the details necessary to achieve the desired result for the project. The sustainability of the project impacts the future of the services developed with the assistance of the grant. The need or ability to maintain the services is part of project planning.

- A. Briefly describe any planning for this project that has taken place. For consortia, describe what has been done to bring these libraries into the group.

After attending ICFL's Critical Learning Skills in the 21st Century (2008), Boise school district administrators and librarians came back ready to develop a dynamic library and information skills programs throughout the district to impact student achievement. Dr. Stacie Curry, Director of Professional Development and Sue B. Bello, Coordinator of Library Media Programs developed a strategy to begin training district educators and administrators using the Big6 Model™ and asked Dr. Bob Berkowitz co-creator of the Big6 Information and Skills Initiative for a proposal for trainings. The district contracted to bring Dr. Bob Berkowitz to Boise for a two day workshops December 7 & 8, 2009.

As anticipated, the workshop was successful and planning for another Big6 workshop began to include all of the elementary school para-professionals. Teacher-Librarians are working with technology staff to ensure that 21st Century learning tools are acquired to access information through the school's internet services.

- B. How will this project impact staff time and job responsibilities? Be specific i.e. who is doing the work for the project. For libraries joining an existing network, how will joining the consortia impact staff time etc.? For consortia, how will the libraries joining the consortia impact consortia staff time?

As stated in the project description, this project will expand the Big6 team collaborative to the all elementary para-professionals partnering with a teacher at their school and an additional secondary teachers teaming with their librarian.

This project will minimally impact the library staff at the participating schools. The teacher-librarian regularly visits classroom at their school and will conduct the pre and post assessment (1 hour) during that time. The district will grant professional release time for the 101 participating teachers and librarians in teams to attend a 2 day Big6 workshop (16 hours). The grant will be

administered by the District Library Media Coordinator. This falls into her regular, expected duties. District Library Media staff will develop a webpage to share projects working with the district webmaster. This will be an added component of our established "Inside BSD" intranet page. Project information will be collected electronically. Posts to the page will be made by the district library staff (1 hr/month) in a routine monthly update schedule requiring little additional staff time.

- C. What is the annual estimate of the funds necessary for the library and each participating library to continue this project after the grant period has expired?

The costs associated with the continuation of the project will be minimal and will be structured into the district's general budget.

- D. State whether the project will be continued with local funds when the grant period expires or describe the provisions for continuing the service. If the project will not be continued, explain why.

A trained core of teacher-librarians will work with teachers to find research projects in the established curriculum for re-design and implementation of Big 6 learning skills. The established webpage will be used to add and share these project successes and as a basis for Big6™ to become a district and statewide self-sustaining adoption for Idaho.

Training for additional teachers will be assumed by teacher-librarians working with principals and department area supervisors in January 2011. Four area mentors will assume training of incoming teachers in conjunction with the principals, teachers and library media staff at each school site. These professional activities will be funded by Professional Development funds as appropriated yearly and approved by the Board of Directors.

5. **OBJECTIVES AND EVALUATION** *(Refer to page 19 for assistance)*

- A. What are the objectives of this project that address the need identified in 2. Need above?

By February 2011, the Look2Learning observations will show that 50 percent (912) of the 1824 students in the Big6 participant classrooms are using higher learning skills as demonstrated by the characteristics of active engagement.

A Look2Learning Tally Sheet shows measures that indicate students are engaged in assigned work as detailed in page 4 under 1.C. Tally Sheet is included.

- B. Under each objective, describe what you will evaluate (the evaluative criteria) and how you will evaluate it (the evaluation method or process). How will you know your activities are helping meet the project objectives and the need? **Once the evaluation of the project is completed, a copy of that evaluation must accompany the projects "FINAL PROJECT EVALUATION & SUMMARY" report submitted to ICFL.**

Students of 57 teachers will be assessed by the teacher-librarians, administrators and teachers at their school using the Look2Learning assessment tool. They will record students' engagement in daily learning activities before and after the Big6 training. We expect to see 50% or approximately 912 students using higher learning skills.

6. TIMELINE, ACTIVITIES AND BUDGET EXPLANATION *(Refer to page 21 for assistance)*

- A. List in calendar date order **ALL** activities and purchases necessary to achieve the objectives identified in **5. OBJECTIVES AND EVALUATION** above. Be sure to include staff training when necessary.
- B. Provide an estimated cost, both LSTA and LOCAL, for each activity and purchase. Include zeros (-0-) for those activities with no cost associated. Also provide a brief description of what you're buying, how many, its purpose, a description of the activity and its purpose, and how many libraries are involved or will benefit from each purchase or activity.
- C. **It is mandatory to include promotional activities in the TIMELINE, ACTIVITIES AND BUDGET EXPLANATION. The promotion should inform users and the general public about your project.**

DATE	ACTIVITY	LSTA \$	LOCAL \$	TOTAL
Nov. 4, 2009	Submit grant	0	0	0
March 1, 2009	Administrative forms and grant agreements mailed to subgrantees. The project may begin after the grant agreements are signed by both the applicant and the State Librarian.	0	0	0
July 1, 2010	Purchase 101 copies of The Definitive Big6™ Workshop handbook, Third Edition, \$28/book including shipping as per last page of Berkowitz quote and shown on Table III attached. District Library Media Materials Budget.		2,828.00	2,828.00
July 1, 2010	Purchase library books: Teaching Information and Technology 32 x \$39.95, The Big Six in Middle School 8 X \$44.95, and Super3; Information Skills for Young Learners 32 x \$39.95 = \$2,916 as per spreadsheet: Linworth Publishing and as shown on Table II attached. District Library Media Materials Budget		2,916.00	2,916.00

July 1, 2010	Big6 Skills and Super 3 Skills posters and bookmark kits for classroom kits for teachers who successfully plan and implement a learning activity incorporating a Big6™ Learning Initiatives. Table I. attached shows grade-level materials to be purchased from Linworth Publishing	3,843.00		3,843.00
January – May 2010	Webpage developed to share and promote Big6 Projects possible because of LSTA funding. District Library Media staff and district webmaster will create and update webpage.	0	0	0
September, 2010	School collaborative teams formed and given pre-test of Big6 Skills.	0	0	0
October, 2010	Training of 44 school library staff and 57 teachers from all grade levels and areas of instruction in a Big6 workshop. Big6™ Associates, LLC as shown on contract attached.	13,240.00	0	13,240.00
October, 2010	Administrate post-test and compile results Big6 Trainers and District Library Media Coordinator	0	0	0
October 201-May 31 st , 2010.	Big6 Learned activities in classrooms of 57 participating teachers. L2L walkabouts by District administrators, school site administrators and teachers. .	0	0	0
October 2010-ongoing	Collaborative projects posted on a joint webpage by district Library Media staff.	0	0	0
February 30, 2011	Tabulation of L2L data and Final report by District Library Media Coordinator submitted to ICFL	0	0	0
March 2011	Submit final report.			
Total		17,083.00	5,744.00	22,827.00

PROPOSED PROJECT BUDGET

Applicant: Sue B. Bello, Library Media Coordinator, Boise School District

Project Name: Engage Learning with Big6 Skills

BUDGET CATEGORIES	LSTA GRANT FUNDS	LOCAL MATCH*	PROJECT TOTAL (A + B)
	A	B	C
Personnel**			
Fringe Benefits			
Travel			
Equipment			
Classroom kit supplies and Workbooks as per Tables I. & III. attached.	3843.00	2,828.00	6,671.00
Contractual Quote attached (in the back.)	13,240.00		13,240.00
Library books-(Linworth) as shown on Table II. attached.		2,916.00	2,916.00
TOTAL	\$17,083.00	\$5,744.00	\$22,827.00

*Consult the Idaho Commission for Libraries LSTA GUIDE for required local match percentages. If you are having trouble determining correct match amounts, please call our Library Consultant or Grants Officer for assistance.

**If your budget includes personnel costs, provide a breakdown of the personnel costs using the PROJECT RELATED PERSONNEL COSTS form provided on the next page.