

Application for
The City of Coppell Educational Development Corporation
Grant Assistance 2007 – 2008
April 5, 2007

Coppell Independent School District
200 S. Denton Tap Road
Coppell, TX 75019

Section I: Abstract of Project/Activity

"School libraries help teachers teach and children learn. Children and teachers need library resources – especially books - and the expertise of a librarian to succeed. Books, information technology, and school librarians who are part of the schools' professional team are basic ingredients for student achievement." – First Lady Laura Bush

The Coppel ISD libraries request \$126,000.00 under the literacy provision of the Coppel Education Development Corporation. Funds will be used to support the Coppel ISD libraries' continued efforts to maintain an effective district library program. By having the recommended number of books, available online resources, and by providing curriculum support, the Coppel ISD libraries will further promote student learning and achievement and advance the mission of the district for all students residing in the city of Coppel and attending Coppel ISD.

CISD librarians support and share the vision of *School Library Programs: Standards and Guidelines for Texas, 2005* as stated in the following excerpt, "Texas students will attain knowledge and skills to become accomplished readers, independent learners, critical thinkers, creative problem solvers, and informed citizens through the expertise of school librarians and the use of resources and services provided by school library programs," (Texas School Libraries Texas State Libraries & Archives Commission, 2005, p. 4). Through the assistance of the 2006-2007 grant funds, the Coppel ISD school libraries have added approximately 5,000 titles through April 5, 2007, including award winning book titles, recreational reading material, professional material, research supportive nonfiction, databases, and audio-visual DVDs and video tapes to support the district and state curriculum. Increased focus on collaboration among teachers, technology integration specialists, students, and librarians has enabled these materials to be used

effectively, and selective weeding of aging collection titles has allowed the Coppell school library collections to remain current. Since receiving four years of CEDC funding, Coppell librarians report a continuing high level of daily usage in the libraries.

It is important to continue the momentum derived from past grant funding and build upon the last years' successes. In 2003-2004, funds were allocated on a \$15.00 per student basis, funding each school in proportion to its enrollment. In 2004-2005, funds were allocated based on the recognition of each school library's uniqueness. Each library collection differed in quality, quantity, and age. The allocation of the 2004-2005 grant funds provided a same basic minimum book budget for each campus, enabling individual librarians to evaluate the school's collection for specific needs and implement funds accordingly. Funding in 2005-2006 also provided the addition of district-wide databases through online subscription services. The 2005-2006 CEDC grant provided for an equitable distribution of funds to all campus libraries for print and online database resources. The proposal also included additional computer hardware to improve technology-related library services at one middle school campus. The computer hardware portion of the proposal reflected the school district's strategic plan for technology to "implement a program that measures and drives improvement of technology integration in the educational process" (Coppell Independent School District, 2005). General student achievement and student technology knowledge and skills have been positively impacted through the utilization of the acquired technology resources. The CEDC funds for 2006-2007 returned to a per capita distribution of funds in order to equitably address the needs of campuses for books and databases and continued to provide quality resources in the areas of books, audio visual materials, periodicals, and databases for the general population as well as those with special needs.

Programs serving special populations must provide resources for a wide range of reading levels and educational needs. With an English as a Second Language population of 534 students, our district increasingly reflects our global society. The number of students coming from homes with a home language different from English continues to rise. Certainly many of these children progress rapidly, but they are beginning readers when they arrive and must have beginning reader materials plus more titles across a wide range of TEKS (Texas Essential Knowledge and Skills) related topics in reading.

Section II: Description of Proposal and Nature of Request

School libraries across the United States are at war within their schools and districts; they are facing a brutal assault from budget cuts. Many libraries are in decay with shelves of frayed and tattered books, outdated reference materials, and hand-me-down technology. Due to our own district budget cuts within the last four years, the CISD librarians have relied upon the gracious commitment and unwavering support of the CEDC board in the investment of our libraries. Based upon comprehensive studies it has been convincingly proven that kids in schools with well-funded, well-stocked libraries — run by professionally trained teacher-librarians who collaborate with staff on curriculum — score from ten to twenty-five percent higher on standardized tests than their peers in schools with poorly resourced libraries. It is perhaps ironic that the people who ignore the need for a good school library are educators and administrators. At least in our own district, it appears that our community leaders have always been keenly aware that an investment in school libraries is important.

Research showing the value of libraries has been around for years; in fact, in the previous CISD library grant proposals, we have used a plethora of distinguished and professional sources to document value-added sources for our own requests. Compiled statistics and information from fourteen states over the past decade, including the state of Texas, essentially reveal that if a library has a strong, diverse collection, acts as a curriculum partner with classroom teachers and is staffed with certified media specialists, students in that school will score higher on standardized tests regardless of socio-economic and educational levels (Texas State Library & Archives Commission, 2005, p. 40). When learners of all ages have the opportunity to gain knowledge and explore information in their libraries, various forms of literacy and numeracy emerge usually on required tests like the Texas Assessment of Academic Skills (TAKS). It is apparent that the school library program, when funded and staffed properly, influences student achievement and increases the literacy level of Texas school children.

Objectives:

With student achievement as its ultimate goal, CISD libraries will strive to retain and expand upon the three 2004-2007 literacy objectives -- to increase the number of items per school; to increase the collaborative use of these materials among teachers, technology integration specialists, students, and librarians; and to continue the process by which librarians assess specific needs of individual campuses based on student population, curriculum alignment, and budget history.

Funding for library materials suitable for Coppell students fosters the implementation of content standards, benchmarks, rubrics, the application of higher order thinking skills, and collaborative and rich contextual learning.

The promotion of literacy is the most essential element in a design of school library services to a linguistically and culturally diverse student population. “Librarians are faced with the challenge of linking students from widely varying backgrounds to information sources and drawing them into patterns of regular library use. By creating a positive climate, the school library can provide English as a second language (ESL) students with a place for learning, sharing, and personal growth” (Dame, 2004).

In the *School Library Programs: Standards and Guidelines for Texas, 2005*, information literacy is one of the eight core values for Texas libraries: “Texas school libraries assist students in accessing information efficiently and effectively and teach students to recognize that utilizing valid and relevant information is central to meeting the opportunities and challenges of academic success and day-to-day living” (Texas State Library & Archives Commission, 2005, p. 4).

The mission of any Texas school library program is to ensure that students, teachers, administrators, and staff are effective users of ideas and information. The 2005 Texas State Library & Archives Commission states that Texas librarians must effectively implement all the core values of Texas school libraries:

- Academic Achievement = Texas school libraries provide a quality library program that results in improved student academic achievement.
- Access For All = Texas school libraries provide equitable and universal access to all members of the school learning community.
- Reading = Texas school libraries encourage and engage students to read, view, and listen for understanding and enjoyment in an environment that fosters and supports a passion for reading, learning, and pursuing individual interests.

- Lifelong Learning = Texas school libraries teach skills and habits of “learning how to learn” so that students become self-reliant, independent adults, and responsible, contributing citizens.
- Technology = Texas school libraries embrace and implement technology and teach students to use it responsibly and effectively to help them acquire the knowledge and skills required for the 21st century.
- Information Literacy = Texas school libraries assist students in accessing information efficiently and effectively and teach students to recognize that utilizing valid and relevant information is central to meeting the opportunities and challenges of academic success and day-to-day living. (p. 4)

Through CEDC funding of current print resources, audio visual materials, and electronic databases, Coppell students will become effective consumers of information and possess the skills needed to succeed in an increasingly complex information society.

Below is a chart detailing objectives, activities, persons responsible, time lines, and documentation to further clarify the process by which grant needs for print and electronic resources will be discerned and funds will be requested.

Objective 1: To buy additional, current books to generate increased circulation and meaningful usage that support and enhance the CISD curriculum. (Objective retained from 2004-2007 grants)			
Activities	Persons Responsible	Time Line	Documentation
Weed collection using collection analysis report and <i>CREW</i> manual	District Librarians	Spring 2007/Ongoing	List of books weeded
Utilize selection aids, consideration files and state wide reading initiatives to develop book order	District Librarians	Spring 2007/Ongoing	Book Order
Meet with administrators, teachers and students to determine book needs	District Librarians	Spring 2007/ Ongoing	Book Order
Utilize TEKS and Curriculum Alignments to determine grade level and department needs	District Librarians	Spring 2007/Ongoing	Book Order

Objective 2: To increase collaborative partnering between teachers, integration specialists, and librarians. (Objective retained from 2004-2006 grants)			
Activities	Persons Responsible	Time Line	Documentation
Meet with grade levels and departments to plan units/projects as needed	District Librarians, teachers, & integration specialists	Ongoing	Class Visit Planning Form recommended
Evaluate strengths and weaknesses of units/projects	District Librarians, teachers, & integration specialists	Following completion of units/projects	Post Research Evaluation Form recommended
Integrate online databases in school curriculum	District Librarians, teachers, & integration specialists	Ongoing	Lesson Plans & library schedules
Communicate successful use of CEDC grant funds.	District Librarians, District Communications	Ongoing, following completion of units/projects	Bulletin boards, newspaper articles, e-mails, newsletters, school websites, announcements, student in-house media productions.
Work closely with Curriculum Integration Specialist	Integration Specialist and Librarian	Ongoing	Lesson Plans & library schedules

Objective 3: To assess each school's individual needs and request additional funds based on its needs.			
Activities	Persons Responsible	Time Line	Documentation
Gather statistical information on each collection (age, number of volumes per resource type, number of volumes per pupil)	District Librarians	Fall 2007, Ongoing	Monthly reports from Follett circulation system
Gather anecdotal information on school curriculum and reading needs	District Librarians	Fall 2007, Ongoing	Consideration files, potential book orders,
Solicit individual campus needs.	District Librarians	Spring 2007, Ongoing	Individual Campus Needs Assessment
Evaluate the needs assessment results to create grant requests	District Librarians	Spring 2007, Ongoing	Additional request for funds from individual schools

Process by which 2007-2008 funds will be allocated:

Print Resources:

All schools need basic funds to enable them to purchase and provide curriculum material, state and national award-winning books, and state-recommended reading lists. Each school library program will be allotted a per capita amount of \$12.32 for print and audio-visual materials for expenditure according to individual campus needs. With the average price of a book at \$20.82 (Kenney, March 2007), the sum of \$115,791.00 will purchase approximately 5560 new book or audio visual titles and the Gale database for the high school. These school funds will purchase and maintain current, high-profile, and recommended award winning titles as well as address the campus curricular needs and those of special student populations.

Online Periodical Databases:

The CEDC 2007-2008 grant funds will be used to extend our contracts of district licenses for Ebsco databases and World Book Online which were purchased last year with CEDC grant funds. Ebsco databases are at a negotiated rate statewide through Education Service Center Region 20. This is the recommended database system for educational institutions because it is used by universities and public libraries nationally. Therefore, our libraries are providing our students with consistency and continuity in their use of authoritative online reference sources. These online electronic databases assist students and faculty in research efforts requiring the most current, authoritative, indexed information and include current journals and newspapers. Through the Ebsco and World Book databases, the librarians collaborate and partner with campus curriculum integration specialists and teachers to integrate these information sources into meaningful classroom instruction. Campuses may also elect additional databases via their basic funding. Gale databases used by the high school were funded by the Education Service Center

Region 10. This service will not continue into the next school year, and the \$1590.00 contracted fee will be purchased by the high school through grant funding.

Completing the three objectives of this project with CEDC funding will not require additional staff nor will it require any additional software, technology updates, or curriculum packages.

Section III: Detailed Budget

There will be no impact on salaries or benefits if this grant is approved. All additional materials will be funded through the grant and will be accounted for each quarter. There will be no ancillary book expenses, third party contractors, travel, or professional development expenses. The \$126,000.00 total figure for the request has been approximated to the nearest rounded amount. The price of the online databases is a projected figure based upon most recent information from the vendors. Please review the following chart for all requests and distribution of funds.

Library CEDC Grant 2007-2008

Campus	Population	Books/AV	Ebsco Online	World Book Online	Campus Total
Elementary Schools					
Books = Population x \$12.32					
Ebsco = Population x .50					
Austin	542	6676	271	257	7204
Cottonwood Creek	476	5863	238	257	6358
Denton Creek	488	6011	244	257	6512
Lakeside	469	5777	265	257	6299
Lee	379	4668	190	257	5115
Mockingbird	532	6553	266	257	7076
Pinkerton	325	4003	163	257	4423
Town Center	504	6208	252	257	6717
Wilson	386	4754	193	257	5204
Elementary Totals	4101	50513	2082	2313	54908
Middle Schools					
Books = Population x \$12.32					
Ebsco = Population x .50					
East	727	8955	363	257	9575
North	813	10015	407	257	10679
West	869	10705	435	257	11397
Middle School Totals	2409	29675	1205	771	31651
High School					
Books = Population x \$12.32					
Ebsco = Population x .91					
Coppell High School	2890	35603	2630	1208	39441
Category Totals	9400	115791	5917	4292	126000

Section IV: Project Measurements and Evaluation

Coppell ISD serves thirteen schools in the city of Coppell. The libraries of these schools serve 9400 students that reside in the city, Pre-K through grade 12. Students served by this project, as recorded on February 14, 2007, the official attendance verification date, are:

- High School (Grades 9-12) 2890
- Middle School (Grades 6-8) 2409
- Elementary School (Grades Pre K – 5) 4,101
- Total of 9,877 students

The resources purchased through these grant monies will be made available to 100% of the student population attending these schools. The \$126,000 print, audio visual and electronic databases requested for all the school libraries translate to \$13.40 per student.

Measurement:

The effectiveness of this project can be qualitatively measured through monthly documentation reports which include circulation statistics and library usage information. Further quantitative measures for the effectiveness of this project will include copies of invoices submitted to the committee documenting new print acquisitions, magazine orders, online database acquisition, and AV additions to the collection. In addition, each library will prepare a monthly collection statistics report showing acquisitions and deletions. Reports will be submitted to the district supervisor and reviewed at district librarian meetings throughout the year.

Evaluation:

Evaluation of this project will be measured against the exemplary standard of the *School Library Programs: Standards and Guidelines for Texas* from the Texas State Library and Archives Commission and the Texas Education Commission (see Reference Page Website). The six major components of the Learner-Centered School Library Program (p. 5-6) constitute the framework CISD will use as a guide to determine the project's success. While maintaining an exemplary program in all six areas is important, it is the exemplary standard of the three principles outlined below that the grant funds will impact directly. The exemplary standard is outlined in more detail on pages 13 and 15-16 of *School Library Programs: Standards and Guidelines for Texas*. (see Reference Page Website)

- Standard II. Learner-Centered Program Leadership and Management
 - Principle 3. Budgets/Funding: The librarian advocates for funding and manages school library program budgets to build and maintain a program with resources and services that supports a curriculum designed to develop information-literate students who achieve success in the classroom and function effectively in the community.
- Standard III. Learner-Centered Technology and Information Access
 - Principle 1. The library media program provides a balanced, carefully selected, and systematically organized collection of print and electronic library resources that are sufficient to meet students' needs in all subject areas and that are continuously monitored for currency and relevancy.
 - Principle 3. The librarian employs existing and emerging technologies to access, evaluate, and disseminate information for integration into instructional programs. (2004)

Dr. Keith Curry Lance, the Director of Library Research Service at Colorado State University, sums up the impact of school library programs when he states, "School libraries are a powerful force in the lives of America's children. The school library is one of the few factors whose contribution to academic achievement has been documented empirically, and it is a contribution

that cannot be explained away by other powerful influences on student performance” (Lance, *Importance*, 2004). All things being equal, Dr. Lance found that library media factors consistently outperform other school characteristics, including teacher-pupil ratios and per-pupil expenditures. “The library media center of today is no longer a destination; it is a point of departure for accessing the information resources that are the essential raw materials of teaching and learning”(Lance, *Libraries*, 2004, p.9). There is a simile usually passed on to aspiring librarians in undergraduate work that a strong library program should be like an octopus; it should work its way into every classroom, and if anyone tried to cut off a tentacle, they couldn’t because all the tentacles were so interwoven into the school. The Coppell ISD librarians respectively apply for this grant in order for our libraries to become octopi and provide our students and teachers a library program that is vital to the development of literate, lifelong learners.

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