



Footsteps2Brilliance Early Literacy Project Annual Report June 2024



Footsteps2Brilliance Early Literacy Project

Project Expenditure Category: 2.14, Healthy Childhood Environments: Early Learning
Funding amount: \$1,727,782.50

Section 1: Project Description/Project Overview

Through a partnership with Footsteps2Brilliance, San Bernardino County families and community members have access to three bilingual mobile literacy programs that support the early literacy development of children birth - 3rd grade. Parents and family advocates can easily self-enroll in the program through an online registration portal. No single strategy offers a greater return on investment than providing early learners with the tools needed to read proficiently by third grade. The project design is intentionally inclusive, and reaches traditionally underserved populations by focusing on:

- **Language support:** In order to best serve families who speak Spanish at home, all communications and learning resources will be 100% bilingual English and Spanish with a unique language toggle feature that enables users to experience interactive, audio-encoded books and learning games in both languages simultaneously.
- **Access and availability:** This countywide program will leverage the devices families already own by distributing interactive, bilingual books and games that can be accessed from any smartphone, tablet, or traditional computer. Most importantly, the program will not require an internet connection to participate. Books and educational games will be fully functional with or without an Internet connection. In 2017, Common Sense Media reported that 98% of families with children 0 to 8 years old have at least one mobile device—regardless of socio-economic status.
- **Family-friendly literacy:** Book distribution programs are often hindered by parent literacy levels. With limited literacy, parents can be unwilling or uncomfortable reading aloud with their children. Footsteps2Brilliance offers interactive bilingual digital books with audio encoding, thus creating a nonthreatening experience for the families that need literacy support. Parents can experience the books alongside their children by touching a megaphone button to have the book read aloud both in English and Spanish. The county has already seen evidence of parents increasing their own language and literacy skills alongside their children using this approach.
- **Inclusive books and curriculum:** The selected books and curriculum celebrate diversity with a rich library of both fictional and informational text that provides students and families with a broad range of characters representing different cultures and backgrounds.
- **Data to monitor impact:** A common pitfall of a traditional book distribution program is the lack of data to ensure fidelity. Because this program incorporates a digital platform, the county will be able to monitor success metrics such as parent registrations, books read, words read, foundational reading skills acquired, and other metrics in real time. Based on this feedback, the county will be able to test the impact of a variety of motivational strategies in order to determine those that lead to the highest family engagement.

· **Funding uses:** In response to the COVID-19 pandemic, San Bernardino County Superintendent of Schools (SBCSS) has expanded free access to the Footsteps2Brilliance mobile learning system from children ages birth to 5 years to include children up through third grade. Data has shown that as a result of the pandemic, many young learners lacked access to quality early literacy resources and instruction causing gaps in learning. Funding for the project will be used to reimburse SBCSS for one half of the upfront payment made for the expanded access and additional licenses.

The intended outcomes for the project include the following:

- **Closing Gaps:** Project participation in the Footsteps2Brilliance classroom cohorts is an equity-aligned model to provide targeted early intervention support to children in San Bernardino County to improve early literacy development, resulting in overall academic school readiness and improved 3rd grade reading proficiency for historically marginalized and/or underperforming students.
- **Universal Levels of Support:** Project participation in the Footsteps2Brilliance countywide community group is a comprehensive model to provide broad, scalable early intervention access to children in San Bernardino County to improve early literacy development, resulting in overall academic school readiness and improved 3rd grade reading proficiency for students for all children, ages 0-8, in San Bernardino County.

Progress to date on outcome goals is promising as data collected from Footsteps2Brilliance continues to show an upward trend in usage and growth in literacy skill proficiency. Early literacy skills are assessed through skill-based games and support reading and school readiness, both of which are key indicators for reading proficiency by third grade. Early access to developmentally appropriate literacy activities for children ages 0-8 will impact school readiness for our youngest learners and provide additional exposure and support for older students. Superintendent of Public Instruction Tony Thurmond has called on all agencies to ensure that all children are able to read proficiently in third grade by 2026. Third graders in 2026 are currently in first grade, making this project especially timely and needed to support those living and learning in San Bernardino regardless of income, zip code, or program enrollment. Universal access such as providing Footsteps2Brilliance at no-cost to families, local education agencies or early learning and care agencies countywide removes barriers that have historically prevented all children from reading proficiently.

Section 2: Uses of Funds

Funding in the amount of \$1,727,782.50 will be used solely to reimburse San Bernardino County Superintendent of Schools (SBCSS) for one half of the upfront payment made to Footsteps2Brilliance in the amount of \$3,455,565.00. The initial payment expands the PreK perpetual licenses for the San Bernardino County Early Literacy Transmedia Project for the Footsteps2Brilliance Enterprise App, School Edition, Bilingual Version, Summer Climb, Clever Kids University: Pre-Reader, Clever Kids University: I Can Read (“Programs”) to all kindergarten through third grade students, and teachers, administrators, organizations, and families that serve such students in San Bernardino County. The expansion would include providing 117,175 additional licenses for kindergarten through third grade students, as outlined in the Memorandum of Understanding Between San Bernardino County Superintendent of Schools and San Bernardino County.

Communication of the expansion of free access to children through third grade, in both English and Spanish, to the broader community has continued to expand within local educational agencies. Since the launch of the expansion through third grade, usage has increased to 55% of San Bernardino County districts servicing elementary students. Professional development across these districts has increased,

with a focus this year on the alignment of district adopted curriculum (ex. Wonders, Creative Curriculum, Benchmark) with the lessons, stories, and learning games within the platform. This increased partnerships within districts, has resulted in further reach to students participating in Extended Learning Opportunity programs within the LEAs.

To maximize programmatic impact and ensure effective, efficient, and equitable outcomes, SBCSS staff have increased community communication through social media, attendance at community events, and family meetings at libraries. Additionally, SBCSS has partnered with the California Department of Motor Vehicles (DMV) to run an ad campaign promoting Footsteps2Brilliance as a free tool to support biliteracy skills. This pilot project has been implemented in two DMV locations in San Bernardino County, and preliminary data shows that 6% of new users registered through exposure to the ad campaign. Further community ad campaigns, including billboard usage in underserved cities, are being considered.

New partnerships have also emerged with libraries throughout San Bernardino County, providing opportunities to introduce families to Footsteps2Brilliance as an early literacy tool to prepare children for preschool and transitional kindergarten. Parent outreach remains a priority, with virtual family sessions developed and presented by Footsteps2Brilliance to support early literacy skill development. These sessions are offered in both English and Spanish and have extended to county parent engagement events such as Ontario Montclair's Parent Conference and Fontana's Kindergarten Readiness event.

Because Footsteps2Brilliance is device agnostic and is provided free to all children ages 0-8 in San Bernardino County, the funds provided for the expansion are being utilized to support school readiness and early learning for all residents, including those traditionally underserved. By providing free access to hundreds of digital books, skill-based games and early writing activities the project is increasing learning opportunities and supporting positive community outcomes while supplementing resources for families throughout the negative economic impact period of the COVID-19 pandemic.

Section 3: Promoting Equitable Outcomes

As referenced above, the intended outcomes of the project promote equitable access to the Footsteps2Brilliance programs, including but not limited to Footsteps2Brilliance School Edition, Clever Kids University: Prereader and Clever Kids University: I-Can-Read. All content within the Footsteps2Brilliance platform is available in both English and Spanish, promoting biliteracy in our youngest learners in San Bernardino County. In addition, the apps are device agnostic, allowing families to use smart phones, tablets, and/or computers of all types with or without internet access. The content in both languages can be downloaded onto devices and utilized easily in areas with limited or no access to WiFi, allowing children to engage in learning activities regardless of connectivity. Registration materials including the registration website linked [here](#) specific to San Bernardino County are available to families in both English and Spanish removing a potential language barrier for our Spanish speaking residents. Communication and marketing plans to increase awareness across the vast geographic area of San Bernardino County continue to expand. Strategies to be included encompass partnership opportunities with the DMV, libraries, Federally Qualified Health Centers, and Chambers of Commerce as described in Section 2 of this report, along with the Learn with Me transmedia project with KVCR public television. Both English and Spanish Footsteps2Brilliance content have been incorporated into the episodes to demonstrate the resource to families and model how to use the program's assets in the home environment to promote literacy.

Season One's 12 episodes have been released and garnered nearly 4,000 views across platforms such as Hulu, YouTube TV, and the website Learnwithmetv.org. Teachers from across the county have taught lessons alongside the show's star, Eddie, covering topics from life science to grammar. Twelve new episodes in Season 2 are scheduled to air in Fall 2024, with Season 3 set to air an additional twelve episodes in Fall 2025. Learn with Me has recently been honored with a prestigious nomination for a Regional Emmy in the Informational/Instructional Program category, recognizing its outstanding contribution to educational broadcasting and excellence in delivering informative content.

District and site administrators as well as teachers, paraprofessionals and coaches at each of the LEAs in San Bernardino County will be provided with an opportunity to learn more about Footsteps2Brilliance and opt-in to using it to supplement their Board-adopted instructional literacy materials. Both virtual and in-person family seminars are available free-of-charge at all elementary sites and may be scheduled by the administrators, educators or family engagement liaisons such as Parent-Teacher Association members. Intended outcomes are focused on closing gaps and universal levels of service for all students. In addition, LEAs have had presentations at both DELAC and ELAC meetings to provide an overview of the applications and sharing relevant data that demonstrated the impact of early biliteracy experiences on school readiness and learning.

San Bernardino County engaged in a Community Vital Signs project that was grounded in the countywide vision and data. The Cradle2Career roadmap as well as the Vision2Read initiative were initiated to respond to disproportionality gaps in literacy and long term success indicators. Phase 1 of the Footsteps2Brilliance early literacy project was an integral part of the Countywide Vision2Read in 2017. The Footsteps2Brilliance cohort model was developed using an equity based approach from data analysis of 3rd grade California Assessment of Student Performance and Progress (CAASPP) scores. Districts ranking in the lowest 25% of 3rd grade ELA scores were identified as a first measure of outcome data. Subsequently, data indicators for socioeconomic status and student groups were disaggregated to identify areas of targeted need to address equity and opportunity gaps. Initial identification of California State Preschool Programs (CSPP) and Headstart classes to participate in the cohort demonstrated immediate economic and racial equity needs. Monitoring of these data points has continued through the expansion participation to include all SBCSS CSPP and Preschool Services Department Headstart classes in addition to Family Child Care Providers (FCCs) across San Bernardino County to continue to scale targeted resources and participation through an equity aligned approach.

In order to produce meaningful equity results at scale, the following goals have been set:

- Increase access to early literacy experiences for children ages 0-8 using the Footsteps2Brilliance mobile early literacy platform.
- Increase engagement in early literacy experiences for children ages 0-8 using the Footsteps2Brilliance mobile early literacy platform.
- Increase achievement in early literacy experiences for children ages 0-8 using the Footsteps2Brilliance mobile early literacy platform.
- Increase development of early literacy skills for children ages 0-8 using the Footsteps2Brilliance mobile early literacy platform.
- Increase achievement in early literacy proficiency for children by 3rd grade as a result of using the Footsteps2Brilliance mobile early literacy platform.

Strategies that will be employed to achieve the above targets include but are not limited to:

- Collective impact alignment
- Educator capacity development
- Community and family engagement
- Extended Learning Opportunity Programs

The equity strategies will be addressed through specific services in the following categories:

Negative Economic Impact

- Continue the targeted cohort model in local education agencies (LEAs), CSPP and Headstart classes and Family Child Care Centers (FCCs), as appropriate
- Expand countywide free access to children birth through third grade through the community model
- Support development of biliteracy skills in dual language learners and their families through presentations to DELAC and ELACs delivered in English and Spanish
- Expand current *Love for Literacy* partnership project with San Bernardino County Sheriff's Department to increase family engagement and literacy skill development for incarcerated individuals and their children to other facilities beyond Glen Helen Rehabilitation Center
- Continue partnership with San Bernardino County Expanded Learning programs to provide resources and coaching to make Footsteps2Brilliance available as an after school resource to provide an extension and continuity of school day learning experiences

Services to Disproportionately Impacted Communities

- Expand partnership with Child Care Resource Center to provide resources and support to make F2B available to families and child care providers
- Develop partnership with Federally Qualified Health Centers throughout San Bernardino County in an effort to increase family engagement for families in underserved areas.

Current and planned efforts to promote equity include the following:

- Continue engagement in literacy activities beyond the school year through the continued implementation of the Footsteps2Brilliance Summer Reading Challenge and the Winter Writing Challenge
- Increase community engagement in literacy-focused collective impact efforts by leveraging community partners as Footsteps2Brilliance Literacy Ambassadors
- Provide information to communities through awareness campaigns including (but not limited to) using closed-circuit television promotions at two California Department of Motor Vehicles locations and billboard representation in multiple locations throughout the county.
- Provide information to communities through family sessions at library storytimes and literacy events across San Bernardino County
- Increase communication through partnerships with Federally Qualified Health centers within San Bernardino County.

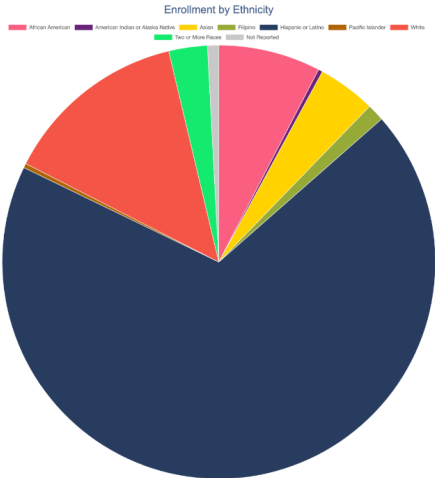
The intended outcomes for each include an increase in Footsteps2Brilliance usage and proficiency growth in skills as well as an increase in cohort and community student registrations.

San Bernardino County is the largest geographic county in the United States, covering 20,105 square miles. One of the challenges of increasing equity with this project is reaching families in rural communities and small districts. As the project continues, the project staff will engage with the San Bernardino County Superintendent of Schools (SBCSS) Local Control Accountability Plan (LCAP) Support team as well as the Small District Support Administrator to share the expansion opportunities with local education agencies serving children in transitional kindergarten through 3rd grade. The SBCSS charter school liaison will also be contacted and given information to communicate with charter schools serving San Bernardino County children.

One hundred percent of the funding for this project will be used to support literacy across the geographic area of San Bernardino County. The table below details the percentage of children in relevant demographic subgroups enrolled in TK-12 programs.

San Bernardino County 2023-24 Enrollment

Total # of Students
396,860
Selected Ethnicity: All Students



Enrollment by Ethnicity Chart Data		
Ethnicity	Enrollment	Percent
African American	30,240	7.6%
American Indian or Alaska Native	1,259	0.3%
Asian	17,151	4.3%
Filipino	5,069	1.3%
Hispanic or Latino	272,391	68.6%
Pacific Islander	1,286	0.3%
White	54,715	13.8%
Two or More Races	11,433	2.9%
Not Reported	3,316	0.8%
Total	396,860	100.0%

Section 6: Use of Evidence

The goals identified for the project include the following:

1. Increase access to early literacy experiences for children ages 0-8 using the Footsteps2Brilliance mobile early literacy platform.
2. Increase engagement in early literacy experiences for children ages 0-8 using the Footsteps2Brilliance mobile early literacy platform.
3. Increase achievement in early literacy experiences for children ages 0-8 using the Footsteps2Brilliance mobile early literacy platform.

4. Increase development of early literacy skills for children ages 0-8 using the Footsteps2Brilliance mobile early literacy platform.
5. Increase achievement in early literacy proficiency for children by 3rd grade as a result of using the Footsteps2Brilliance mobile early literacy platform.

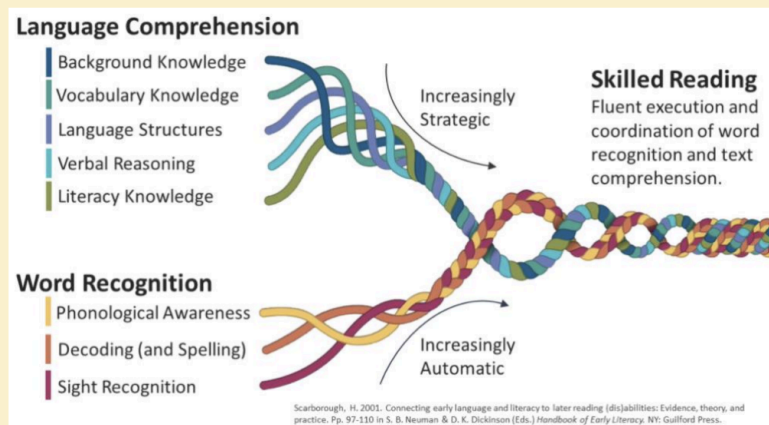
According to [Footsteps2Brilliance & The Science of Reading](#):

There has been an increased focus recently on which methods are most effective to teach young children how to read. The 2022 NAEP results showed a decline in fourth graders reading on grade level. In fact, in spite of new standards and increased high-stakes assessment, reading scores have been stagnant since the early 1990s. More than half of students nationwide leave the third grade unable to read at grade level. The question, of course, is why. Thousands of research studies by cognitive scientists and reading researchers outline effective teaching methods for reading. This body of knowledge is being referred to as “the Science of Reading.” Unfortunately, many classrooms use programs and methods that do not align with the science. In order to improve reading outcomes, it is imperative that the Science of Reading makes its way into every classroom.

What does the Science of Reading recommend?

Reading is the product of an amazingly complex combination of knowledge, strategies and understandings. All readers, even beginning readers, need to use and integrate various kinds of skills, strategies, and background knowledge to create meaning from texts. Hollis Scarborough, a senior scientist at Haskins Laboratories, summarized the complexities involved in learning to read in her now-famous Reading Rope (below). The Reading Rope weaves two critical skills: word recognition and language comprehension. In the Word Recognition strand, students learn relationships between speech sounds and letters. In other words, they learn to decode text. In order to make meaning of decoded text, students must bring their vocabulary, language, background knowledge, and critical thinking skills to the task as represented in the Language Comprehension Strand. Instruction based on the Science of Reading must address all of the threads of the Reading Rope.

Scarborough’s Reading Rope



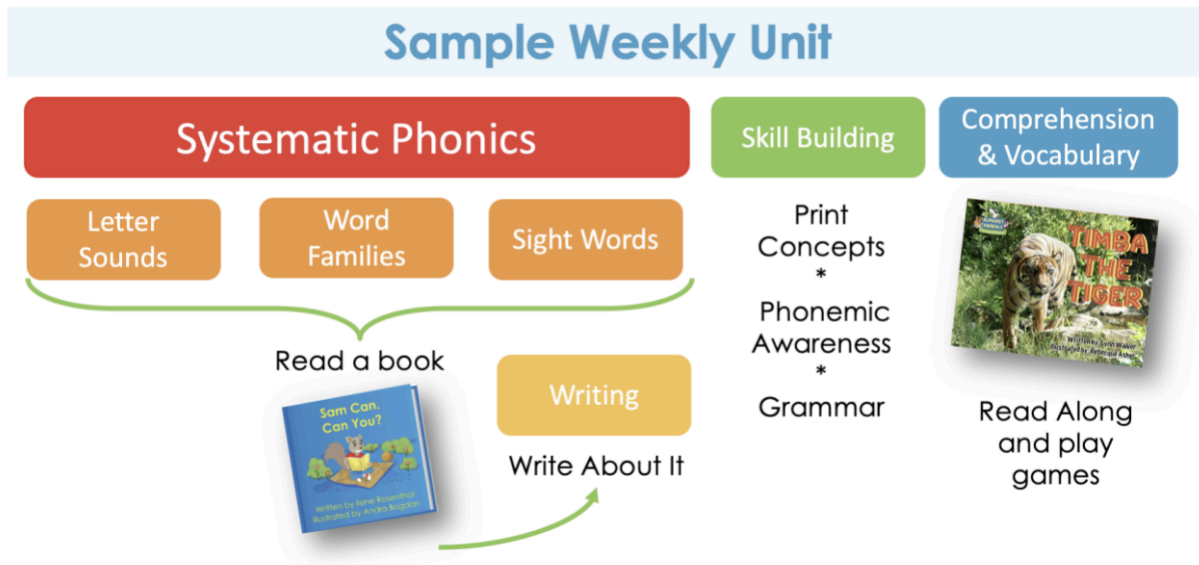
Footsteps2Brilliance curriculum is aligned to the Science of Reading. Footsteps2Brilliance supports teachers in implementing the Science of Reading. We recognize that the path to literacy starts well before the first day of kindergarten. Our pre-reader curriculum enables preschool parents and teachers to create a strong foundation for literacy with an emphasis on language, print, alphabet knowledge, and phonemic awareness. As students continue in the program, they experience a systematic and explicit

phonics curriculum as well as a rich library of eBook units that develop language and critical thinking skills. With Footsteps2Brilliance, schools can provide equitable access to the Science of Reading. The following guide outlines how.

DECODING:

Programs aligned to the Science of Reading teach phonics skills explicitly in a way that students can generalize and apply immediately to reading and writing. **The most effective phonics approach** teaches children to convert letters or letter combinations into sounds and then to blend the sounds together to form recognizable words. This is called **synthetic phonics**. Synthetic phonics instruction should follow a systematic scope and sequence with built-in review and repetition. Children should apply newly acquired phonics skills to reading real books and writing.

Footsteps2Brilliance provides systematic and explicit phonics instruction. With our synthetic phonics approach, students hear and pronounce a target phoneme so that they can link that sound to a written letter or letters (grapheme). In our Clever Kids University program, letter sounds are presented to students in a research-based sequence where the first sounds learned are the easiest for students to discriminate. Students can work at their own pace through the phonics sequence. With each lesson, students learn targeted letter sounds, word patterns, and sight words in order to read a decodable book and write about it. Children immediately apply phonics skills they are learning.



At the heart of Footsteps2Brilliance phonics instruction, the Mega Mouth Decoder books and songs introduce fun and memorable characters designed to help students hear and pronounce the 44 sounds in the English language. Each character’s name, story, and personality emphasize the target sound in an unforgettable way. Students read along to a Mega Mouth Decoder storybook and sing along to a song introducing the character. Next, they trace the target letter and practice matching the letter to the sound. Finally, they use the new grapheme to build words and decode text.

Programs aligned to the Science of Reading include phonemic awareness instruction. The skill of understanding spoken language develops naturally from birth. By age 4, children have been so focused on communicating that they lose awareness of the individual sounds in words. Students must become aware of how sounds in words work before they can learn to associate those sounds with letters in print. Research demonstrates that phonemic awareness can be taught and learned.

Footsteps2Brilliance includes a wealth of multi-sensory games designed to improve phonemic awareness. Phonological and phonemic awareness instruction in Footsteps2Brilliance ensures that students have the ability to recognize (1) words that rhyme, (2) words that begin with the same sound, and (3) that words are made up of discrete sounds. Games are presented in a research-based order that starts with understanding chunks of sounds in syllables and rhyming. Next, students begin to explore initial sounds. Students isolate initial, medial and final sounds, and work on blending, and segmenting. Finally, students practice adding and deleting sounds in fun riddle games.

Programs aligned to the Science of Reading employ multisensory learning for decoding instruction. Educational researchers have found that multisensory activities can teach students to associate letters with sounds faster. Multi-sensory reading activities can include visual, auditory, kinesthetic, tactile, and oral participation.

Multisensory learning is integrated into the entire Footsteps2Brilliance experience. Unlike workbooks or activity sheets, Footsteps2Brilliance offers students a way to actively engage with language, sounds, and print. For example, Footsteps2Brilliance has invented a series of multi-sensory phonics games based on the Elkonin boxes, where children explore sounds, build words, and blend sounds using interactive phoneme tiles. Because the tiles represent graphemes instead of just letters, and because the tiles play audio as students work with them, these activities create a powerful experience for children to understand and use the alphabetic principle. Students can also touch any word or picture in order to hear it spoken. Some activities have children record themselves and listen to their recording.

Programs aligned with the Science of Reading include Formative Assessment. Assessment should inform instruction. Through assessment, teachers can identify where students are struggling in order to reteach or provide additional practice before an area of weakness negatively affects a student's reading growth.

Footsteps2Brilliance automatically provides real-time insight into each student's development as a reader. As students read, play, and write on the programs, their performance and proficiency are automatically monitored. There is no need for teachers to interrupt important instructional time with frequent assessments. Using sophisticated scoring algorithms that evaluate a student's performance within the context of millions of scores nationwide, we are able to present teachers with the insight they need to easily differentiate learning, target interventions, and monitor progress. With Footsteps2Brilliance, teachers and administrators have ongoing real-time data analytics to monitor academic achievement, classroom and home use, and family engagement.

Identify which students need help.

The Class Dashboard provides quick insight on which students need help in foundational skills, including Phonological Awareness, Phonics, Language Development, Comprehension, and Logic & Reasoning.



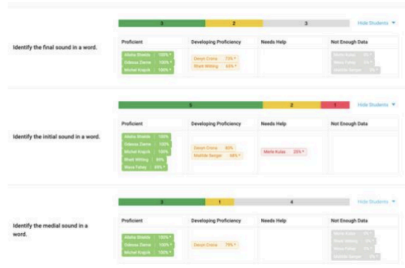
Track progress through the systematic decoding sequence.

Teachers can quickly identify which students need support making progress through the systematic phonics sequence.



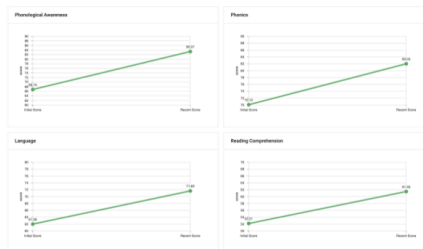
Create flexible groups.

Class Dashboards enable teachers to identify which students have shared areas of difficulty in order to create small groups for targeted instruction.



Monitor learning growth.

Teachers can monitor student and class growth in the foundational skills of Phonics, Phonological Awareness, Language Development, Comprehension, and Logic & Reasoning.



Identify students' strengths and weaknesses.

For each student, teachers can access a comprehensive view of performance on skills in order to create a personalized learning plan that addresses the student's unique strengths and weaknesses.



Access a portfolio of authentic student writing.

As students create books and writing in the system, teachers automatically collect a digital portfolio of authentic writing as evidence of student progress.

Preview	Title	Activity Name	Date Created
	My Journal	Write About It: Our Tree Hut	Mar 2, 2021
	My Journal	Write About It: The Bake Sale	Jan 26, 2021
	My Drawing	Write It: Santa's bike	Feb 10, 2021
	My Journal	Write About It: Sid Gets S	
	My Drawing	Write It: blue	
	My Drawing	Write It: my	
	My Journal	Write About It: Skipping C	
	My Drawing	Write It: now	
	My Drawing	Write It: cute	

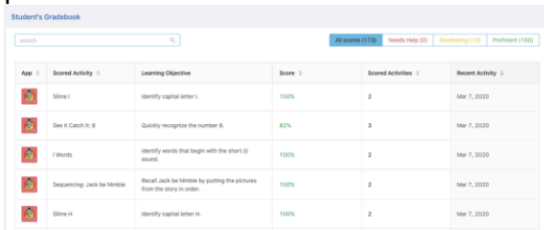
I am really good at dance. that is what I am good at.

I can eat my food

he thinks he is gona win the rase today he is so egg sited eh eh eh woho woho

Monitor assignments, daily activity and performance.

Teachers can easily provide assignment links to students and track assignment completion. Daily activity is also presented in a log that allows teachers to analyze where students are spending time and how that is impacting their overall performance.



App	Scored Activity	Learning Objective	Score	Scored Activities	Recent Activity
Slide 1	Identify capital letters.	Identify capital letters.	100%	2	Mar 7, 2020
See & Catch in 8	Quality recognize the number 8.	Quality recognize the number 8.	92%	3	Mar 7, 2020
Words	Identify words that begin with the short 'i' vowel.	Identify words that begin with the short 'i' vowel.	100%	2	Mar 7, 2020
Unpacking Jack Be Hinde	Recall Jack Be Hinde by putting the pictures from the story in order.	Recall Jack Be Hinde by putting the pictures from the story in order.	100%	2	Mar 7, 2020
Slide 14	Identify capital letters.	Identify capital letters.	100%	2	Mar 7, 2020

Monitor daily engagement.

Teachers can easily monitor where and when students are using the program.



LANGUAGE COMPREHENSION:

Programs aligned with the Science of Reading develop deep levels of language competencies. Comprehension is the purpose of reading. If students do not understand what they are decoding, then they are not really reading. It takes more than decoding skills to become a fluent reader with adequate comprehension. Good readers rely on their knowledge of words, language, and background content knowledge in order to make sense of a text.

Footsteps2Brilliance provides thousands of books, games and writing activities to develop vocabulary and content knowledge. Students experience rich instruction and practice targeting background knowledge and Tier 2 vocabulary words in both English and Spanish. Footsteps2Brilliance designers referenced the work of Margaret G. McKeown and Isabel L Beck, in addition to reviewing the Fry and Education Development Laboratory's (EDL) word lists to ensure that targeted vocabulary is both rigorous and high-utility. Vocabulary exposure in Footsteps2Brilliance is not a passive experience. Children see and hear the word in the context of an engaging story. Interactive illustrations add a deeper level of word understanding. Footsteps2Brilliance naturally peaks students' interest and inspires repeated readings. Audio support helps all levels of readers to engage with the rich language of the books and games. Moreover, children can toggle between English and Spanish at any point in the book to enrich their bilingual understanding of the story. Each Footsteps2Brilliance book is part of a book unit that includes activities to develop comprehension, vocabulary, and other foundational skills. Each book unit culminates in an opportunity for students to write. Programs aligned with the Science of Reading develop deep levels of language competencies. Comprehension is the purpose of reading. If students do not understand what they are decoding, then they are not really reading. It takes more than decoding skills to become a fluent reader with adequate comprehension. Good readers rely on their knowledge of words, language, and background content knowledge in order to make sense of a text. For more information, contact info@footsteps2brilliance.com © 2021. Footsteps2Brilliance, Inc. All Rights Reserved. 8 Students are encouraged apply and synthesize their understanding of text as they create their own story using the vocabulary, illustrations, and themes from the book. Create-a-Book and My Journal enable students and teachers to write, edit, print, and email books and expository texts using words and artwork from the books they read. All books are saved into an authentic assessment digital portfolio that students and teachers can easily showcase and review.8

Output measures:

Enrollment Period	Number of New Student Accounts Created	Percent Increase/Decrease from 2020
August 1, 2020-June 16, 2021	3,115	
August 1, 2021-June 16, 2022	6,664	+53.25%
August 1, 2022-May 22, 2023	22,883	+86%
August 1, 2023 - May 22,2024	25,815	+88%

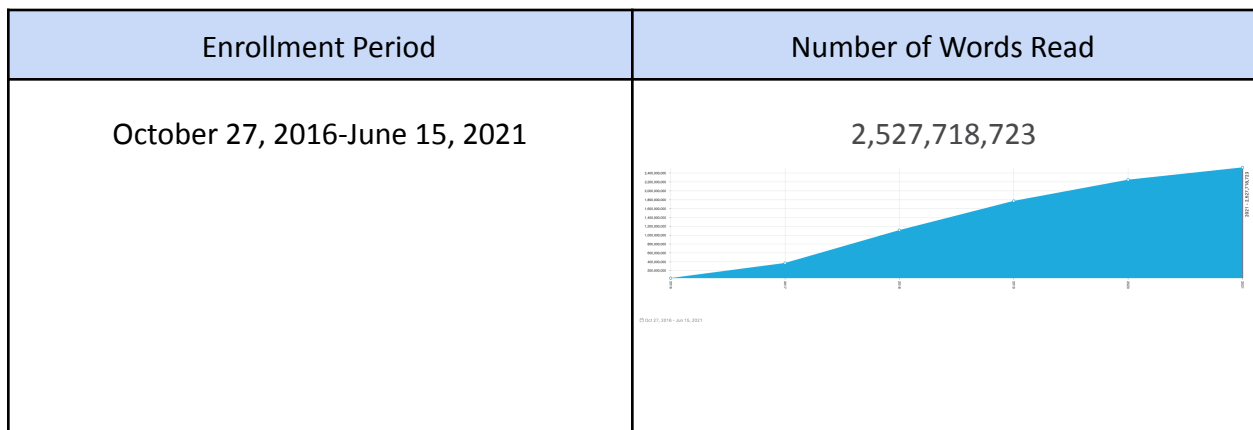
25,815 new student accounts were created between August 1, 2023 and May 20, 2024. The number of new students enrolled in Footsteps2Brilliance apps continues to climb as more districts and community partners are adopting usage of F2B. While there isn't the surge in enrollment as large as years past, continued upward momentum supports the credibility to the project's scalability and sustainability over time. With the majority of districts now enrolling their TK-3rd grade students, new enrollment is increasingly coming from families that may be considered underserved, thereby fostering equitable learning opportunities for the county's youngest learners.

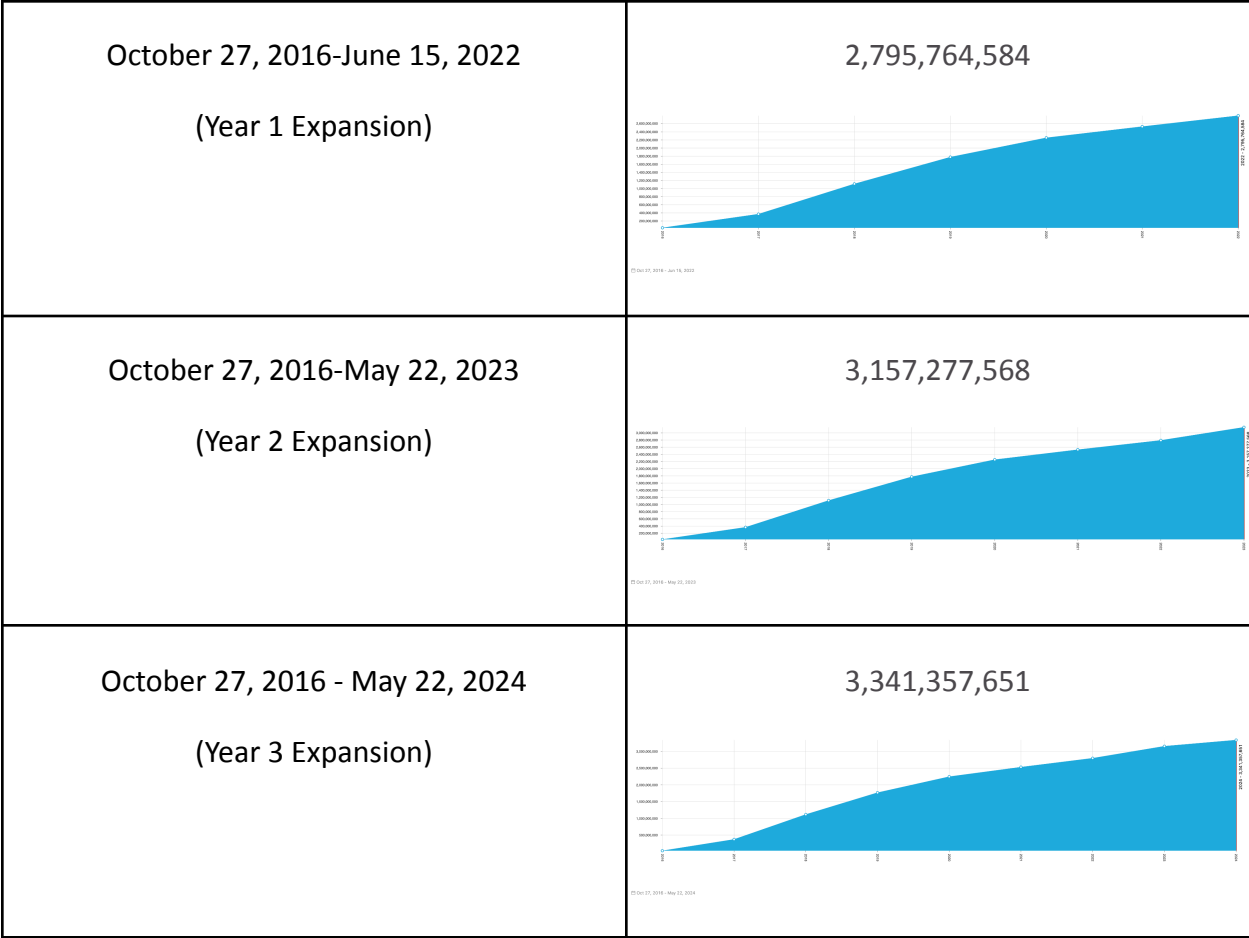
Outcome measures:

Data Point #1

Goal: Increase **access** to early literacy experiences for children ages 0-8 using the F2B mobile early literacy platform

Measurement: Footsteps2Brilliance program data for number of words read





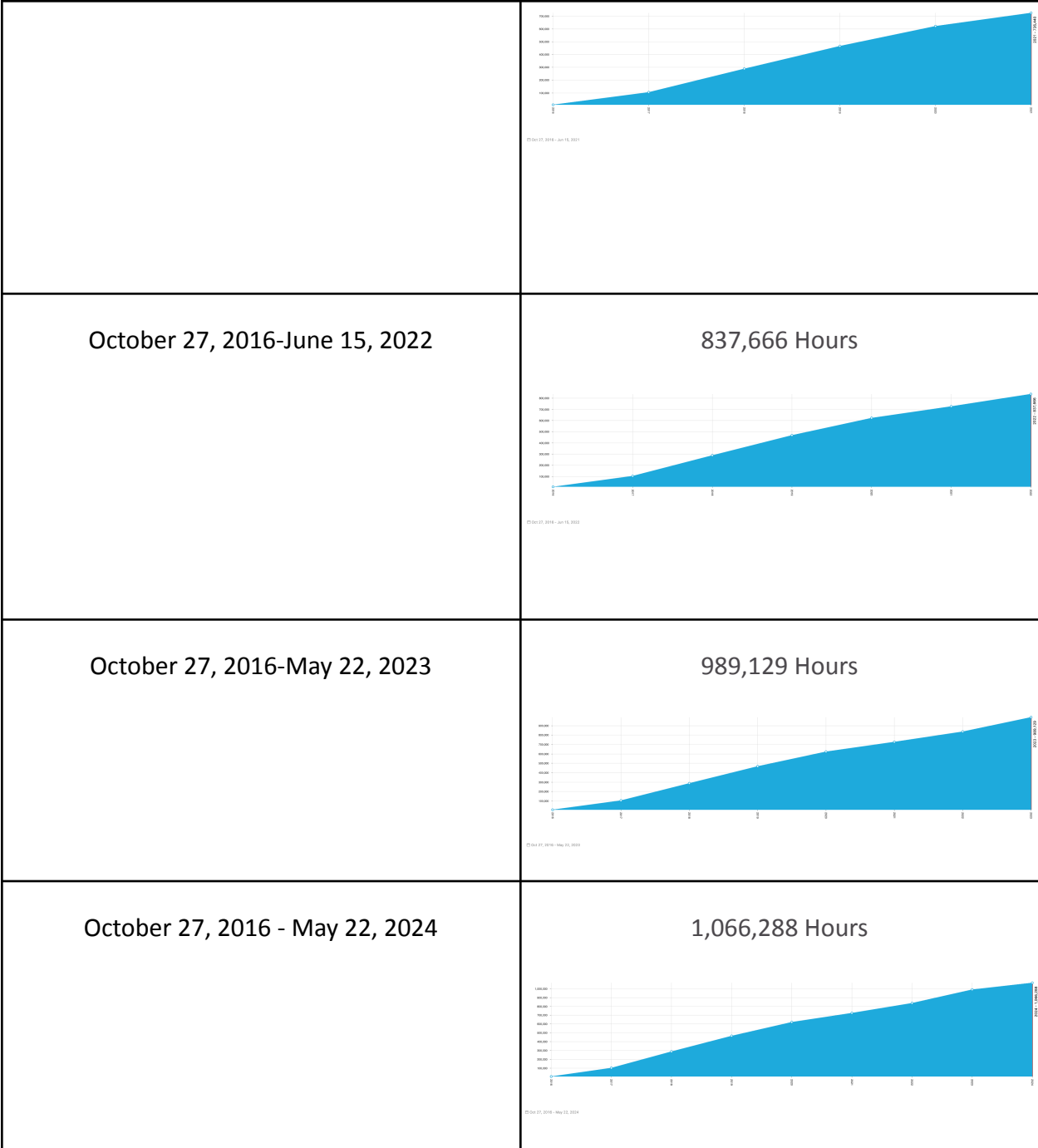
There has continued to be a consistent increase in the number of words read in the most recent data. A 5% increase was seen from last year to the present year.

Data Point #2

Goal: Increase **engagement** in early literacy experiences for children ages 0-8 using the F2B mobile early literacy platform

Measurement: F2B program data for the number of hours engaged in literacy

Enrollment Period	Hours of Literacy
October 27, 2016-June 15, 2021	726,440 Hours

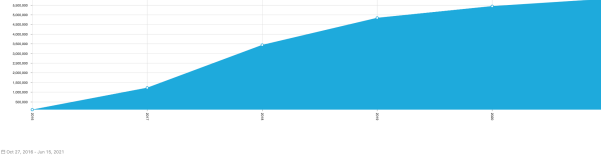
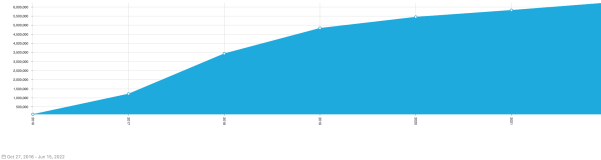
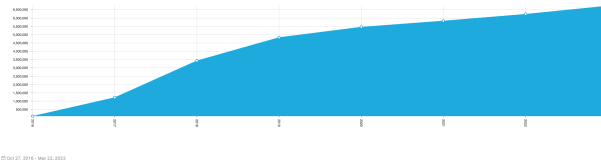


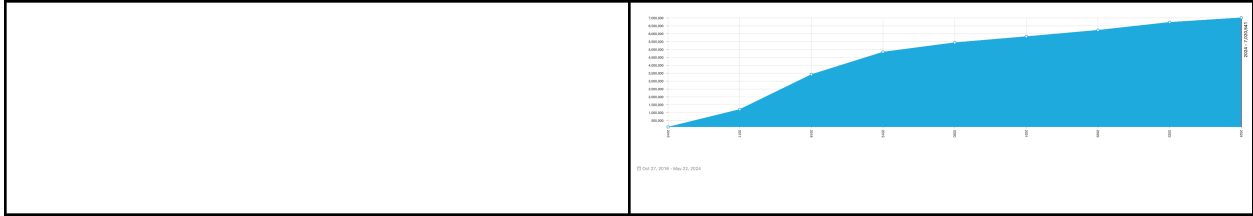
There has continued to be a consistent increase in the number of words read in the most recent data. A 7% increase was seen from year one to the present year.

Data Point #3

Goal: Increase **achievement** in early literacy experiences for children ages 0-8 using the Footsteps2Brilliance mobile early literacy platform

Measurement: F2B program data for the number of books read by children

Enrollment Period	Number of Books Read
October 27, 2016-June 15, 2021	<p style="text-align: center;">5,827,362</p> 
October 27, 2016-June 15, 2022	<p style="text-align: center;">6,232,526</p> 
October 27, 2016-May 22, 2023	<p style="text-align: center;">6,730,265</p> 
October 27, 2016 - May 22, 2024	<p style="text-align: center;">7,020,541</p>



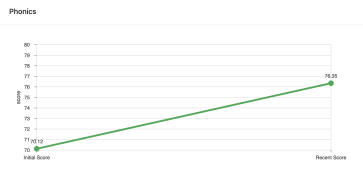

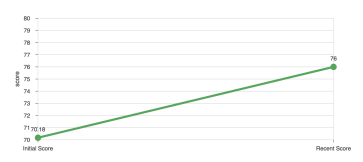
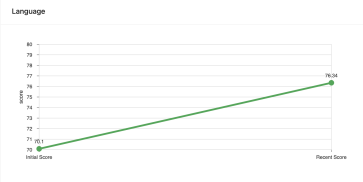




There has continued to be a consistent increase in the number of words read in the most recent data. A 4% increase was seen from year one to the present year.

Data Point #4

Goal: Increase development in early literacy skills for children ages 0-8 using the F2B mobile early literacy platform

Measure: F2B program data for the foundational early literacy skills

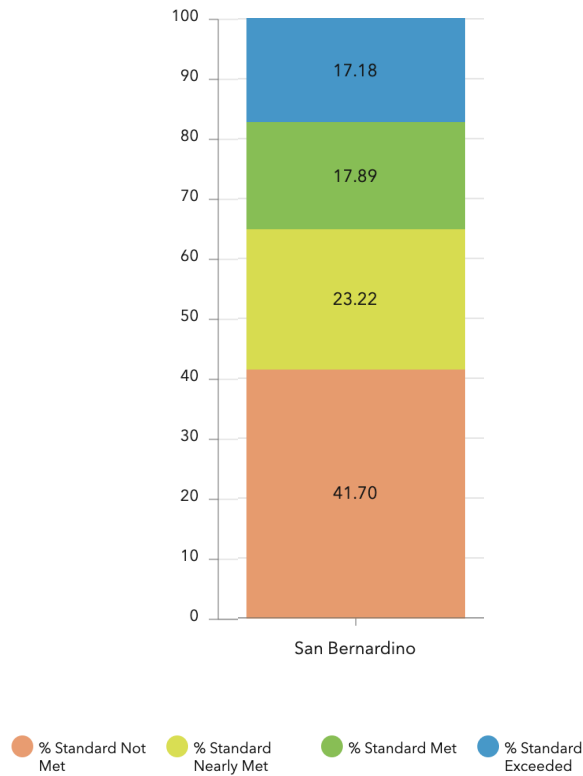
Phonological Awareness		
2021-2022 School Year		71.56% to 79.8% proficiency growth
2022-2023 School Year		Slight decline in proficiency growth from 79.8% to 77.11%
2023-2024 School Year		Slight increase in proficiency growth from 77.11% to 82.16%
Phonics		
2021-2022 School Year		69.83% to 75.7% proficiency growth

2022-2023 School Year	 <p>Phonics</p> <p>Initial Score: 75.7% Recent Score: 76.35%</p>	75.7% to 76.35% proficiency growth
2023-2024 School Year	 <p>Initial Score: 76.35% Recent Score: 86.11%</p>	Increase from 76.35% to 86.11% proficiency growth
Language		
2021-2022 School Year	 <p>Initial Score: 70.18% Recent Score: 76%</p>	70.18% to 76% proficiency growth
2022-2023 School Year	 <p>Initial Score: 76% Recent Score: 76.34%</p>	Steady proficiency growth from 76% to 76.34%
2023-2024 School Year	 <p>Initial Score: 76.34% Recent Score: 81.36%</p>	76.34% to 81.36% proficiency growth
Reading Comprehension		
2021-2022 School Year	 <p>Initial Score: 72.26% Recent Score: 77.03%</p>	72.26% to 77.03% proficiency growth
2022-2023 School Year	 <p>Initial Score: 77.03% Recent Score: 76.48%</p>	Slight decline of proficiency growth from 77.03% to 76.48%
2023-2024 School Year	 <p>Initial Score: 76.43% Recent Score: 80.32%</p>	Increase from 76.43% to 80.32% proficiency

Data Point #5

Goal: Increase achievement in early literacy proficiency for children by 3rd grade as a result of using the Footsteps2Brilliance early literacy platform

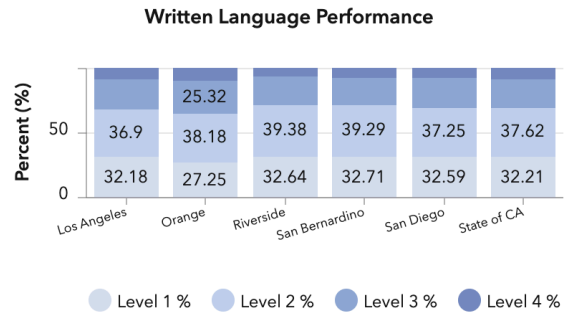
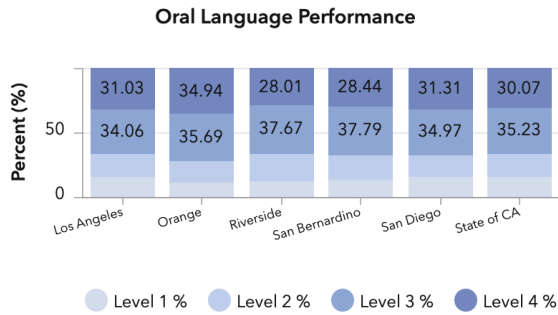
Measure: CA Dashboard 3rd grade ELA CAASPP assessment and English Learner Progress on the ELPAC assessment



ELA Domain Performance - San Bernardino County: All Grades (2023)



ELPAC Composite Performance - Surrounding Counties: All Grades (2023)



Section 10: Required Performance Indicators and Programmatic Data

Please see below for a comparison of enrollment and participation from the onset of the expansion to present.

	2020-2021	2021-2022	2022-2023	2023-2024
Enrollment	22,908	100,111	124,161	149,976
Literacy Hours	98,984	796,890	927,091	1,107,213
Words Read	264,277,041	2,724,997,993	3,043,634,443	3,467,308,764
Books Read	592,693	6,152,052	6,688,367	7,246,975
Skill-games played	1,322,966	8,364,642	9,887,775	11,965,078
Books Written	238,202	2,614,680	3,048,002	3,527,387

The overall number of student accounts continues to increase over time. Data disaggregated by race, ethnicity, gender, income or other factors is not available.