



**SCHOLASTIC
OFFICE OF
EDUCATIONAL
ASSISTANCE**

Grant Assistance Toolkit

21st Century Community Learning Centers

Featuring *READ 180[®] Enterprise Edition*

Scholastic Inc. has prepared this Grant Assistance Toolkit to assist local education agencies (LEAs) in the development of a grant project for the *21st Century Community Learning Centers* program that incorporates *READ 180 Enterprise Edition*. The Toolkit provides key information in these areas:

- Funding program information
- Alignment of *READ 180 EE* to grant requirements
- Grant writing support


Scholastic's *READ 180 Enterprise Edition*, with professional development support from *Scholastic RED*, is the program featured in this toolkit.

READ 180 EE is a research-based, intensive reading intervention program designed to meet the needs of students in grades transitional three and above whose reading achievement is below the proficient level. *READ 180 EE* effectively integrates technology to raise student achievement by delivering a systematic program of reading intervention that directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading skills. *READ 180 EE* is supported by a comprehensive in-service and professional development plan that includes training from *Scholastic RED*.

Using the Toolkit

This Toolkit is designed as a resource to provide information that can be used when completing a local application for grant funds. It only addresses application requirements that are pertinent to *READ 180 EE* and *Scholastic RED* and does not cover all grant expectations. The Toolkit also includes grant writing tips and examples of the types of information needed when applying for a grant. Please contact your state department of education for the official application that has all the requirements and guidelines.

Please note these symbols throughout the Toolkit to help you write your application:

 *Highlights additional support and suggestions for writing your application.*

 *Refers to Scholastic's *READ 180 EE* features.*

Scholastic's Commitment

Scholastic is committed to the sustainability of quality programs in order to improve teaching and learning. For more information about the products included in this toolkit, please contact your Scholastic Regional Office.

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 *Because every grant project is unique, it is important to adapt the language provided in this Toolkit rather than copy it. Your proposal is more likely to be successful if you **customize** your application. Be sure to incorporate specific information about your project's needs, vision, programs, and design when you write your application.*

Funding Program Overview: 21st Century Community Learning Centers

The information in this section of the Toolkit is based on the *21st Century Community Learning Centers Non-Regulatory Guidance* (February 2003) that is available at this website:

<http://www.ed.gov/21stcclc/>

Goal of 21st Century Community Learning Centers

Title IV, Part B, of the *No Child Left Behind Act of 2001* (NCLB) is known as the *21st Century Community Learning Centers (21st CCLC)* program. The *21st CCLC* program focuses on helping children in high-need schools succeed academically by providing remedial education and enriching academic experiences during after-school hours.

This program provides funds to:

- Create community learning centers that provide academic enrichment opportunities for children so they can meet state standards in core academic subjects
- Offer a broad array of enrichment activities that complement a regular academic program
- Offer literacy and other educational services to families of participating children

Allocation of Funds

According to federal guidelines, the United States Department of Education allocates funds to the states by formula. The State Educational Agency (SEA) distributes funds to Local Education Agencies (LEAs) and other eligible organizations on a competitive basis.

Acceptable Use of Funds

21st CCLC funds can be used to provide a variety of activities outside of regular school hours to advance student achievement and promote parent involvement and family literacy. These include, but are not limited, to the following:

- Remedial education activities and academic enrichment programs to improve student achievement in core academic subjects
- Tutoring services and mentoring programs
- Activities for limited English proficient students that emphasize language skills and academic achievement
- Telecommunications and technology education programs
- Programs that promote parental involvement and family literacy
- Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement

Eligibility

21st CCLC primarily targets students who attend schools eligible for Title I schoolwide programs and their families. However, services may also support Pre-K and adult literacy activities for the families of participating students. Eligible organizations are encouraged to collaborate with the schools the children attend.


Examples of agencies and organizations that are eligible for *21st CCLC* include, but are not limited to:

- Local Education Agencies (LEAs)
- Private Schools
- Open Enrollment Charter Schools
- Community-based Organizations
- Non-profit agencies
- City or County government agencies
- Faith-based Organizations
- Institutions of Higher Education
- For-profit corporations

Required Project Components

All applicants for *21st CCLC* funds must prepare a program that addresses a number of required components. The required components include, but are not limited to, the following:

- Activities that are expected to improve student achievement and, where appropriate, based on scientific research
- A program that follows the *principles of effectiveness* by being based on
 - Assessment of objective data regarding need for before- and after-school programs
 - Established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities
 - If appropriate, scientifically based research that provides evidence that the program or activity will help students meet state and local achievement standards
- Evaluation of community needs and available resources and a plan for meeting those needs
- Description of the eligible organization's success in providing educational activities that will complement and enhance the academic performance, achievement, and positive youth development of students


 *Scholastic's **READ 180 EE** can help an organization provide a program that addresses each of the above 21st CCLC requirements.*


Accountability


Recipients of *21st CCLC* funds must implement a program that meets the *principles of effectiveness*. They must also periodically evaluate their programs to assess progress toward the goal of providing high-quality opportunities for academic enrichment.


READ 180 EE Alignment to Key 21st CCLC Requirements


The following chart details how **READ 180 EE** can support the development of a *21st Century Community Learning Centers* program. The criteria are drawn from the federal *21st Century Community Learning Centers Non-Regulatory Guidance* (February 2003).


Key Criteria for 21 st CCLC Programs	 READ 180 Enterprise Edition
<p>1. Activities that provide remedial education and academic enrichment to improve academic achievement</p>	<p>READ 180 Enterprise Edition is a scientifically based, intensive reading intervention program for students in upper elementary through high school that has been proven to significantly raise the reading scores of older, struggling readers. READ 180 EE delivers its reading achievement gains through:</p> <ul style="list-style-type: none"> ▪ <u>Individualized Software.</u> READ 180 EE contains “intelligent software” that collects data based on individual responses and adjusts instruction to meet each student’s needs. ▪ <u>Data-driven, staff-led instruction in whole or small groups.</u> READ 180 EE provides staff with a curriculum that supports the direct instruction of reading, vocabulary, and writing/grammar skills. The READ 180 EE Teaching System offers a clear instructional path for whole- and small-group instruction, as well as guidance and resources for differentiating instruction to address individual student needs. ▪ <u>Modeled and independent reading.</u> Students build fluency and comprehension skills through modeled reading and coaching using on-level Audiobooks and through independent reading of age-appropriate, carefully leveled Paperbacks. ▪ <u>Professional Development.</u> READ 180 EE integrates professional development into the <i>rBook™</i> Teacher’s Edition, as well as provides staff with comprehensive implementation training and ongoing professional development. <p>READ 180 EE provides individualized, adjusted instruction in the five essential elements of reading instruction that were identified by the National Reading Panel (2000)—phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension—as well as spelling, writing, and grammar, usage, and mechanics.</p> <p style="text-align: right;"><i>(continued)</i></p>


Key Criteria for 21 st CCLC Programs	 READ 180 Enterprise Edition
<p>Activities that provide remedial education and academic enrichment to improve academic achievement, Continued</p>	<p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none"> ▪ The READ 180 EE Software provides individualized phonemic awareness training based on the assessed needs of each student. ▪ Students learn auditory discrimination, oral blending, oral segmentation, phonemic addition and deletion, and phonemic substitution. ▪ The <i>Resources for Differentiated Instruction (RDI) Book 1</i> provides extra routines for rhyme and alliteration, sound identification, oral blending, oral segmentation, and phonemic manipulation. <p><u>Phonics</u></p> <ul style="list-style-type: none"> ▪ A complete phonics scope and sequence is embedded in the Software. As students work, the Software continually collects data on their word-recognition proficiency and adjusts instruction. ▪ Instruction is provided through decoding tips with modeled practice in segmentation, blending, structural analysis, and correct pronunciation. ▪ As students engage in intensive practice of study words, previously mastered study words and patterns are systematically reviewed. ▪ The <i>Scholastic Achievement Manager</i>, which continually collects data on student performance, links staff to appropriate electronic resources for additional instruction and practice activities. <p><u>Fluency</u></p> <ul style="list-style-type: none"> ▪ READ 180 EE Software builds automaticity and fluency at the word and passage levels through individualized reading practice and instruction. ▪ The Topic Software provides continuous, scaffolded practice and a wealth of opportunities for repeated reading of leveled text. ▪ The Paperback and Audiobook libraries provide leveled books that present age-appropriate, motivating text that students can read with success to build fluency. ▪ Leveled fluency practice passages and routines provide materials for frequent practice. <p style="text-align: right;"><i>(continued)</i></p>


Key Criteria for 21 st CCLC Programs	 READ 180 Enterprise Edition
<p>Activities that provide remedial education and academic enrichment to improve academic achievement, Continued</p>	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> ▪ The READ 180 EE rBook presents high-utility vocabulary taught through a research-based teaching routine that promotes understanding and use of words that students will encounter in all content areas. ▪ Recursive vocabulary in <i>rBook</i> reading selections promotes frequent review, practice, and reinforcement. ▪ Activities in the <i>rBook</i> build academic language through the use of sentence starters and frequent opportunities to engage in academic discourse with support. ▪ Vocabulary and word-study instruction embedded in the Software is linked to data collected by the <i>Scholastic Achievement Manager</i>. ▪ Additional materials for targeted instruction and guided practice of vocabulary and word-study skills are available both electronically through the <i>Scholastic Achievement Manager</i> and in <i>Resources for Differentiated Instruction</i>. ▪ Topic Software provides definitions for focused vocabulary words, and key words are translated into Spanish, Cantonese, Hmong, Haitian Creole, and Vietnamese. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> ▪ The Software and <i>rBook</i> anchor videos help struggling readers build the background knowledge and mental models that they need in order to understand text. ▪ The <i>rBook</i> presents intensive, systematic, and explicit instruction in essential comprehension skills and strategies, such as sequencing, identifying main idea/detail, summarizing, identifying cause and effect, and making inferences. ▪ Instruction focuses on key skills for extended periods to promote gradual release. ▪ The <i>Scholastic Achievement Manager</i> continuously tracks student performance and uses assessment results to link staff to needs-based additional instructional materials. These can be accessed through the <i>Scholastic Achievement Manager</i> and in <i>Resources for Differentiated Instruction</i>. ▪ Topic Software helps students master comprehension skills through higher-level thinking activities that promote strategic application of skills. <p style="text-align: right;"><i>(continued)</i></p>


Key Criteria for 21 st CCLC Programs	 READ 180 Enterprise Edition
<p>Activities that provide remedial education and academic enrichment to improve academic achievement, Continued</p>	<p><u>Spelling</u></p> <ul style="list-style-type: none"> ▪ The READ 180 EE Software presents spelling instruction and practice that is assessment-based and individualized for each student. Spelling errors are addressed with immediate, corrective feedback. ▪ Spelling data, which is reported through the <i>Scholastic Achievement Manager</i>, is linked to resources for additional practice and review available both electronically and in <i>Resources for Differentiated Instruction</i>. <p><u>Writing and Grammar</u></p> <ul style="list-style-type: none"> ▪ The READ 180 EE rBook presents writing and grammar instruction in the service of reading. These skills are integrally linked to reading through content, text structure, and vocabulary. ▪ The <i>rBook</i> scaffolds instruction through the use of graphic organizers, sentence starters, and writing frames. Through the consistent use of these scaffolds, students internalize common organizational structures and conventions of writing. ▪ The <i>rBook</i> instruction includes narrative, descriptive, expository, and persuasive writing. It also includes instruction for functional (technical) writing and literary response. ▪ Writing instruction and practice include frequent opportunities for timed writing that builds readiness for the on-demand writing required in standardized tests. ▪ READ 180 EE materials integrate instruction in grammar, usage, and mechanics within the context of writing. ▪ Students write for specific purposes and audiences. Writing is shared through peer feedback and a variety of publishing opportunities. ▪ Every READ 180 EE Topic CD, Audiobook, and Paperback contains QuickWrite assignments, which provide easily implemented writing ideas for daily student use. <p>READ 180 EE supports and motivates students as they progress toward becoming lifelong readers and learners.</p>


Key Criteria for 21 st CCLC Programs	 READ 180 Enterprise Edition
<p>2. Activities for limited English proficient students that emphasize language skills and academic achievement</p>	<p>Instructional strategies in the READ 180 EE program effectively meet the needs of limited English proficient students. For example:</p> <ul style="list-style-type: none"> ▪ Video clips in the instructional Software help students build mental models and develop visual images before reading. ▪ Students have ample opportunities to hear modeled reading and practice reading along with a skilled narrator. ▪ Phonemic awareness and phonics instruction provides decoding tips with modeled practice in segmentation, blending, structural analysis, sound-letter correspondence, and correct pronunciation. ▪ Students can click on highlighted words to receive definitions, context sentences, pronunciation support, and to hear words translated into Spanish, Hmong, Vietnamese, Cantonese, or Haitian Creole. ▪ The software delivers language support in Spanish, Hmong, Vietnamese, Cantonese, and Haitian Creole by providing summaries of the content-area videos and reading passages, as well as “clickable” translations of passage text. <p>In addition, the <i>rBook</i> Teacher’s Edition provides suggestions for how to differentiate each of the staff-led lessons to meet ELLs’ distinct needs.</p> <p>The <i>Resources for Differentiated Instruction Book 3: Strategies for English-Language Learners</i> provides educators with strategies and lessons for teaching reading comprehension, vocabulary, and writing and grammar skills to English-language learners.</p> <p>The unique layout of a READ 180 EE classroom presents many opportunities for speaking and listening interactions with staff and peers. All of the program’s materials reflect a wide range of peoples and cultures.</p>


Key Criteria for 21 st CCLC Programs	 READ 180 Enterprise Edition
<p>3. Activities involving telecommunications and technology education programs</p>	<p>READ 180 EE effectively integrates technology to raise student achievement:</p> <p>Students take the interactive <i>Scholastic Reading Inventory™</i> comprehension assessment to determine their placement in the program. Then they work on high-interest Topic Software CDs that connect to cross-curricular areas. Each CD begins with a motivating video that provides background information and helps students develop a mental model of what they are about to read. After reading a topic-related passage with varying degrees of computer support, students work in four areas of the Software:</p> <ul style="list-style-type: none"> ▪ <u>Reading Zone</u>—The Software provides scaffolded instruction and practice of phonics, fluency, vocabulary, and comprehension skills. ▪ <u>Word Zone</u>—Students receive systematic instruction in decoding and word recognition as they build automaticity. More than 6,000 words are defined and analyzed for study. ▪ <u>Spelling Zone</u>—Students practice spelling and receive immediate corrective feedback. To complete this zone, students must spell a minimum of six to twelve new study words, depending on their level. ▪ <u>Success Zone</u>—Students reach the Success Zone only after they have achieved all the requirements of the other zones and have demonstrated mastery of all words in the passage. The zone focuses on comprehension. Students demonstrate oral reading fluency in a final recording. <p>The READ 180 EE Software continually assesses students' performance in these areas: comprehension, vocabulary, fluency, phonics/word study, and spelling/encoding. It uses the data to adjust instruction according to students' skill needs and learning rate. The Software also provides staff with instant access to a variety of assessment-based diagnostic reports that they can use to differentiate whole- and small-group instruction. These include:</p> <ul style="list-style-type: none"> ▪ <u>READ 180 EE Comprehension Skills Report</u>, which shows students' performance in reading for detail, sequencing, finding the main idea, summarizing, and other comprehension skills ▪ <u>READ 180 EE Reading Progress Report</u>, which displays comprehension and vocabulary percentages, frequent word recognition and spelling errors, and fluent words and fluency scores ▪ <u>READ 180 EE Spelling Skills Grouping Report</u>, which provides spelling assessment percentages and Spelling Speed Challenge practice scores <p style="text-align: right;"><i>(continued)</i></p>


Key Criteria for 21 st CCLC Programs	 READ 180 Enterprise Edition
<p>Activities involving telecommunications and technology education programs, Continued</p>	<p>Electronic links located on the report screens directly connect staff to resources for differentiating instruction.</p> <p>READ 180 EE provides embedded interactive <i>rSkills Tests</i>, which assess and report students' acquisition of standards-aligned comprehension, vocabulary, and grammar skills taught during <i>rBook</i> staff-directed lessons. Based on data, the teaching staff targets skills instruction using <i>Resources for Differentiated Instruction</i>.</p> <p>Students independently read leveled Paperbacks in a wide variety of topics and genres and take electronic <i>Scholastic Reading Counts!</i>TM quizzes to test their comprehension. <i>Reading Counts!</i> can generate reports that help staff monitor students' independent reading.</p> <p>Professional development that is integrated into the teaching materials directs staff to which reports in the READ 180 EE program they can generate for guiding their instructional decision-making.</p> <p>READ 180 EE also provides Audiobooks, which offer struggling readers the opportunity to develop good reading skills and habits while enjoying authentic grade-level literature. The Narrator models fluent reading as the student tracks the text in a printed book. The Reading Coach models comprehension, vocabulary, and self-monitoring strategies used by successful readers.</p>
<p>4. Activities to promote parental involvement and family literacy</p>	<p>The READ 180 EE program promotes parental involvement in these ways:</p> <ul style="list-style-type: none"> ▪ The Software generates letters and reports, available in English, Spanish, Cantonese, Hmong, Haitian Creole, and Vietnamese, which inform parents of their children's reading progress and ways they can be supportive at home. ▪ Students can bring home Paperbacks and share them with their families. ▪ Individual diagnostic reports generated by the Software can be shared with parents during conference times. ▪ The Leadership Implementation Guide provides strategies and suggestions on how families can support their children's participation in the READ 180 EE program. ▪ Every <i>Scholastic RED</i> course presents family engagement ideas.


Key Criteria for 21 st CCLC Programs	 READ 180 Enterprise Edition
<p>5. Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement</p>	<p>READ 180 EE reverses the cycle of reading underachievement often experienced by students who are disconnected from school. The program shows respect for the struggling reader by presenting age-appropriate materials at multiple reading levels. The Software features an on-screen host who provides private, non-judgmental feedback and continuous encouragement.</p> <p>READ 180 EE technology also provides a snapshot of where students are every day, so staff can adjust instruction and keep students motivated and on track. High-interest text in the Software, Audiobooks, Paperbacks, and other components captures student interest and provides support to promote reading success.</p>
<p>6. Programs and activities that follow <i>principles of effectiveness</i> by being based on:</p> <ul style="list-style-type: none"> ▪ Assessment of objective data regarding need for before- and after-school programs ▪ Established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities ▪ If appropriate, scientifically based research that provides evidence that the program or activity will help students meet state and local achievement standards 	<p>READ 180 EE can be effectively used in before- and after-school programs to raise student achievement. It contains a variety of assessments that staff can use to determine students' needs. READ 180 EE, which is the result of many years of educational research, was informed by the work of three groups.</p> <ul style="list-style-type: none"> ▪ The Cognition and Technology Group at Vanderbilt University, which identified four major deficits demonstrated by struggling readers: <ul style="list-style-type: none"> ○ Lack of decoding skills and reading fluency ○ Poor comprehension due to the inability to form mental models, lack of vocabulary, and limited background knowledge ○ Inability to process and understand grade-level content area text with a high concentration of academic language ○ Low motivation and lack of connection to materials and school <p>These deficits closely relate to the skills that the National Reading Panel has identified as essential to reading success: phonemic awareness, phonics, vocabulary, fluency, and comprehension (National Reading Panel, 2000).</p> <ul style="list-style-type: none"> ▪ The Orange County Literacy Project in Florida, which analyzed student data and found that student behavior problems were linked with low reading scores ▪ Scholastic Inc., which engages in ongoing research, testing, and development of READ 180 EE. <p style="text-align: right;"><i>(continued)</i></p>

Key Criteria for 21 st CCLC Programs	 READ 180 Enterprise Edition
<p>Programs and activities that follow <i>principles of effectiveness</i>, Continued</p>	<p>In addition, READ 180 EE strongly aligns with the 15 key elements of effective adolescent literacy programs as cited in <i>Reading Next: A Vision for Action and Research in Middle and High School Literacy</i> (Carnegie Corporation of New York, 2004). These include:</p> <ul style="list-style-type: none"> ▪ Direct, explicit comprehension instruction ▪ Effective instructional principles embedded in content ▪ Motivation and self-directed learning ▪ Text-based collaborative learning ▪ Strategic tutoring ▪ Diverse texts ▪ Intensive writing ▪ A technology component ▪ Ongoing formative assessment of students ▪ Extended time for literacy ▪ Professional development ▪ Ongoing summative assessment of students and programs
<p>7. The eligible entity has experience or promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students.</p>	<p>READ 180 has been the subject of numerous scientifically based research evaluations, including quasi-experimental, correlational, and descriptive studies. The studies report reading gains for various populations and subgroups of students, including middle and high-school students, English-Language Learners, Special Education students, and Native Americans. Results from third-party evaluations show that struggling readers in READ 180 show progress, often substantial, in learning to read. This growth was reflected on students' reading scores on standardized tests, such as the Stanford Achievement Test-9 (SAT-9), Terra Nova, and the <i>Scholastic Reading Inventory</i>. As students experience success, they develop more positive attitudes towards learning.</p> <p><i>(For complete statistical data, please see the 1999-2004 Compendium of READ 180 Research, which is available upon request.)</i></p> <p>Scholastic's reputation is built on an 85-year history of helping foster and support effective learning for all students. For years, the company has worked with leading researchers to develop scientifically based products that produce significant results in student achievement, as well as meaningful changes in teacher effectiveness. Scholastic is committed to providing teaching staff with effective materials to ensure that students develop the skills and strategies needed to succeed in school.</p>

Key Criteria for 21 st CCLC Programs	 READ 180 Enterprise Edition
<p>8. To sustain a quality program, staff delivering academic support and enrichment services should be provided ongoing training and learning opportunities.</p>	<p>READ 180 EE provides on-site leadership development for reading coaches, administrators, and technology coordinators. In addition, teaching staff and reading coaches attend two days of on-site implementation training, where they learn best practices for implementing the program. They also learn about the Instructional Model, strategies for differentiating instruction, generating reports to inform instruction, accessing online teaching resources, and classroom management techniques to ensure success.</p> <p>READ 180 EE integrates professional development directly into the rBook Teacher’s Edition. This resource provides the teaching staff with research-based instructional routines and implementation strategies, best practices for teaching literacy to adolescents, model lessons, and lists of professional articles for further knowledge.</p> <p>A facilitated online professional development course from <i>Scholastic RED</i>, entitled “READ 180: Best Practices for Reading Intervention,” provides:</p> <ul style="list-style-type: none"> ▪ Proven, scientifically based teaching strategies and methods to help raise student achievement in reading ▪ 24-hour, just-in-time access to resources and training ▪ Interactive simulations and video modeling of research-based practices by master practitioners in real classes ▪ Tips for effectively using READ 180 EE Topic Software ▪ Ideas for using READ 180 EE’s assessments and reports to inform instruction ▪ Strategies for teaching English-language learners and special needs students <p>READ 180 EE includes an instructional DVD for teachers called the <i>Getting Started DVD</i>. It provides an overview of the program and background on its research foundations. The DVD models best practices for setting up the READ 180 EE classroom and delivering instruction.</p> <p>The optional READ 180 EE Seminar Series offers half-day sessions that address pertinent ways to use READ 180 EE to raise student achievement. Topics include decoding strategies, ideas for motivating students, test-taking strategies, using READ 180 EE data to differentiate instruction, and writing in the service of reading.</p> <p>Optional <i>Scholastic RED</i> courses provide ongoing professional development in reading for all of the teaching staff in a Learning Center. Courses blend online learning with in-person workshops and support.</p>

Key Criteria for 21 st CCLC Programs	 READ 180 Enterprise Edition
<p>9. Academic activities are aligned with the school's curriculum in the core subject areas.</p>	<p>READ 180 EE's instruction and practice activities align with a school's curricula and state standards in the areas of:</p> <ul style="list-style-type: none"> ▪ Phonemic awareness ▪ Phonics and syllabication ▪ Vocabulary development ▪ Fluency ▪ Comprehension ▪ Spelling ▪ Writing ▪ Grammar, usage, and mechanics ▪ Test-taking strategies <p>READ 180 EE's Topic CDs deliver individualized reading instruction in the context of a variety of content areas, such as science, math, social studies, history, and language arts. Students also independently read leveled Paperbacks and listen to grade-appropriate Audiobooks in a variety of genres, including fiction, nonfiction, poetry, classics, and biography.</p> <p>Please visit this website for READ 180 EE correlations to state standards: http://teacher.scholastic.com/products/read180/fund/index.htm</p>
<p>10. Program was developed and will be carried out in active collaboration with the schools the students attend.</p>	<p>Learning Center instructors can share information with schools through READ 180 EE's diagnostic, performance, and progress-monitoring assessment reports. Data, which can help schools differentiate instruction, provides information about students':</p> <ul style="list-style-type: none"> ▪ Reading comprehension levels, measured periodically through the <i>Scholastic Reading Inventory</i> ▪ Comprehension of books read, based on quiz results in the <i>Scholastic Reading Counts!</i> program ▪ Achievement in the fluency, word study, vocabulary, comprehension, and spelling portions of the READ 180 EE Software ▪ Mastery of comprehension; vocabulary/word study; and grammar, usage, and mechanics skills covered during the staff-directed portions of the day <p>The Learning Center staff can also share samples of students' writing.</p> <p>In return, Learning Center staff can use results from school assessments and teacher input to help differentiate staff-led small- and whole-group instruction.</p>

Key Criteria for 21 st CCLC Programs	 READ 180 Enterprise Edition
<p>11. The program includes a plan for how the community learning center will continue after funding under this part ends.</p>	<p>READ 180 EE can be integrated with specific technology-related school activities using 21st CCLC funds and money from state, local, foundation, and other sources. The federal funding programs for which it qualifies include:</p> <ul style="list-style-type: none"> ▪ Title I, Part A – Improving Basic Programs ▪ Title I – Supplemental Educational Services ▪ Title III – English Language Acquisition ▪ Title V, Part A – Innovative Programs ▪ Ed Tech (formula and competitive) ▪ Comprehensive School Reform ▪ IDEA or Special Education funds ▪ Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) ▪ Upward Bound ▪ Smaller Learning Communities ▪ Striving Readers
<p>12. The program or activity shall undergo a periodic evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment.</p>	<p>Through the <i>Scholastic Achievement Manager (SAM)</i>, READ 180 EE continuously collects students’ performance data and monitors their progress over time. <i>SAM</i> generates detailed reports that can help educators evaluate student learning gains and the effectiveness of a READ 180 EE grant project. <i>SAM</i> can disaggregate student data by population subgroups to report adequate yearly progress (AYP), as well as aggregate assessment results to chart students’ achievement at the classroom and Learning Center levels.</p> <p>Assessment tools include:</p> <ul style="list-style-type: none"> ▪ READ 180 EE Software—Instructional CDs contain embedded assessments that automatically measure and monitor students’ comprehension skills, vocabulary acquisition, fluency, and spelling/encoding achievement. Educators can generate 18 reports that they can use for grant project reporting purposes. One of these is the Reading Progress Report, which overviews students’ progress in the READ 180 EE Software during the selected time period. ▪ rSkills Tests—The program provides periodic curriculum-embedded, interactive <i>rSkills Tests</i>, which assess students’ mastery of comprehension, vocabulary/word study, and grammar, usage, and mechanics skills covered during the staff-directed portions of the day. There are five <i>rSkills Tests</i> reports that show class/group and individual progress. <p style="text-align: right;"><i>(continued)</i></p>

Key Criteria for 21 st CCLC Programs	 READ 180 Enterprise Edition
<p>The program or activity shall undergo a periodic evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment, Continued</p>	<ul style="list-style-type: none"> ▪ <u>Scholastic Reading Inventory (SRI)</u>—This computer-adaptive assessment instrument provides criterion- and norm-referenced reading comprehension level test results. It can generate 11 reports that help administrators gauge the project’s effectiveness in increasing students’ achievement. These include the: <ul style="list-style-type: none"> ○ <u>Proficiency Summary Report</u>, which reports the reading performance of students within a Learning Center or grade for an individual teacher, class, or group ○ <u>Demographic Proficiency Report</u>, which provides a breakdown of SRI performance according to subgroup ▪ <u>Scholastic Reading Counts!</u>—Students independently read Paperbacks at their reading level and take short quizzes on the computer to verify completion and comprehension of the book. Data includes quizzes passed, number of books read, and number of words read successfully. Educators can generate 13 reports to show student performance and progress. One of these is the Reading Progress Update, which specifies student progress during a specified time period.

Customize Your Competitive Grant

This section of the Toolkit provides basic information for those preparing to write a competitive *21st Century Community Learning Centers* grant. It is *not* intended to fully explain every grant application, but should help you understand what to include. While applications do vary, the basic parts of a competitive grant are fairly consistent.

✎ Because each state has flexibility in developing the criteria and priorities for awarding competitive grants, it is important to obtain the official application from your state department of education as it contains the official instructions, schedules, and application requirements.

Parts of a Competitive Grant Application

There are 10 basic parts to a competitive grant application. These parts are also addressed in a *21st CCLC* grant. Information is provided for each part to help you make sure all components are thoroughly addressed. Remember to incorporate specific information that is unique to your project for each of these areas.

1. Summary or Abstract
2. Needs Assessment
3. Educational Goals and Objectives
4. Activities and Timeline
5. Project Management
6. Resource Management
7. Sustainability
8. Assessment and Evaluation
9. Budget
10. Appendix

1. Summary or Abstract

The summary or abstract encapsulates all the components of the proposal and gives an overview of the proposed project; it is basically, the project “in a nutshell.” The summary/abstract includes the following information:

- The audience – Who will the project directly impact?
- The need/problem – What need will the project address?
- The educational goals – What does the project strive to ultimately accomplish?
- The performance targets and indicators – Who will do what by when?
- The activities – How will the project be carried out?

✎ Because the abstract is essentially a summary of the project, you should write it after the grant proposal is completed. It can be summarized from other parts of the proposal.

2. Needs Assessment


The needs assessment is one of the most critical parts of the proposal as it specifies the educational needs that the project addresses and indicates how they were identified. Relevant data, such as standardized test scores or survey results, are used to substantiate the educational needs of the targeted population, which should include students and their families.

The focal point of the needs assessment for a *21st CCLC* application should be *acquisition of services* for the targeted population, and *not acquisition of funds*. It is important to gather objective data regarding the need for before-and after-school programs and activities for schools and communities.

Step One: Gather the Data

Before any writing can begin, you will need to gather all of the relevant data for the targeted population. Examples of the types of data to gather might include, but not be limited to:

- Demographic Data
- Student Achievement Data
- Parental Involvement Needs
- Staff Training Needs
- Socioeconomic Data
- Academic Needs
- Technology Needs
- Family Literacy Needs

 *The reliability- and validity-tested Scholastic Reading Inventory (SRI) that is part of **READ 180 EE** can be used for identifying student needs, setting performance targets and assessing project effectiveness at the end of the grant period.*

Step Two: Review the Data

Have several people, such as classroom teachers, curriculum specialists, technology leaders, and special needs teachers, review the data. Look at the student performance data as a whole set, but then disaggregate the data into subsets by demographic focus groups.

Step Three: Determine Needs Based Upon the Data


Based upon the disaggregated data, determine the specific needs for students, teachers, and parents. The educational goals, performance targets, and activities will be based upon these specific needs.

Step Four: Write the Needs Assessment

Using the data gathered in Step One and the needs established in Step Three, develop a clear and detailed statement that specifies needs for academic achievement, staff training, and parental involvement.

3. Educational Goals and Objectives


First and foremost, your *educational goals* must be aligned with the project's assessed educational needs and consistent with the goals of the *21st Century Community Learning Centers* program. An educational goal states the planned outcome that will solve the problems addressed in the needs assessment. Project goals must be *educational* goals and not merely the acquisition of funds.

 *Be sure to develop goals and activities within each of the following areas, as these are areas covered in 21st CCLC programs.*

1. *Academic Improvement*
2. *Staff Training*
3. *Family Literacy*
4. *Evaluation*

Objectives help meet the educational goals. They clearly define the *performance targets* that must be measurable and related to a specific time. A series of objectives, or performance targets, should increase in expectation as they progress on a timeline, culminating in an overall performance or educational goal. The expectation is that at the end of the grant project calendar, the applicant meets the goals.


Objectives should be **Specific, Measurable, Attainable, Relevant, and Timely (SMART)**.

 *Examples of objectives for 21st CCLC programs include, but are not limited to the following:*

- *Increase the percent of 21st CCLC students who pass the state assessment exam*
- *Increase the percent of 21st CCLC students who are promoted to next grade*
- *Increase the percent of 21st CCLC students who graduate*
- *Increase the percent of families participating in family literacy activities*
- *Increase the number of students who increase proficiency in reading as demonstrated by pre- and post-testing*

Effectiveness indicators detail the type of information used to measure whether or not an objective is reached. These indicators should be objective and quantifiable. *Effectiveness indicators* can include, but are not limited to:



- Number of staff trained
- Number of student promoted to next grade
- Number of students who pass state assessments
- Percent increase in reading scores
- Drop out rates
- Percent of parents participating

 *Please see examples of ways to organize your goals, objectives, and effectiveness indicators on pages 25-29 of this Toolkit.*


4. Activities and Timeline

Activities are even more specific than goals. They explain *who will do what, when, where, and for how long*. For each goal, list the activities to be conducted. The activities should address these areas:

- Methods used to identify and promote educational strategies
- Steps taken to ensure deliver services for students and parents
- Actions to promote parental involvement and increase communication
- Strategies for carrying out the objectives


-  *Be sure your activities:*
 - *Relate directly to the program goals, as well as to the project description and project requirements of the RFA*
 - *Address the identified needs of the targeted population that should include students and their families*
 - *Are clearly stated and sufficient to carry out the proposed program*
 - *Are designed to provide measurable outcomes*
-  *Sample activities for the goal area of Academic Improvement can be found on page 26.*

Proposals should include a timeline indicating when project activities will occur. The timeline should indicate the anticipated starting and ending dates (i.e., month and year) for each major activity.



-  *Rather than creating a separate timeline document, applicants are encouraged to indicate timelines with each activity as the examples on page 30 shows.*

5. Project Management

A project management plan specifies how grant activities will be managed and monitored on a day-to-day basis to ensure successful implementation.

-  *A timeline of activities that project members must accomplish can be instrumental in keeping the grant project running smoothly. See pages 31-32 for a sample timeline, which lists generalized activities that occur each quarter.*


In a grant proposal, describe the members of the project management team, indicating the responsibilities of each member and the credentials that support their selection. Include the background training, experience, and qualifications of the grant project director, who is responsible for the day-to-day activities.


-  *You may refer to each member's credentials, but include résumés only in the appendix and only if the RFA instructions allow for them.*
-  *A sample Staffing Chart of Key Project Members can be found on page 33.*


6. Resource Management

Applications require an explanation about how existing resources will be managed so that grant funds are maximized. Provide an explanation of the relationship and coordination of the proposed project with other programs in the district or on a school's campus and with other community, state, and federal resources.

21st CCLC program funds can be used to meet the needs of parents seeking supplemental educational services (such as tutoring and academic enrichment) for their children. Local 21st CCLC programs may also work in collaboration with programs to supplement services to target populations such as migrant students.

-  *The purpose of a resource management description is to illustrate the cost-effectiveness of the project. Keep the "cost per pupil" aligned to the local or state "per pupil expenditure" for the LEA.*


 Each stage of **READ 180 EE** contains all the necessary materials to address teacher and student needs for one year. These materials include student software licenses that can be transferred from student to student as they move in and out of the program. This lowers the cost per student over time. (Please contact a Scholastic representative to discuss a customized plan and review associated costs.)

 **READ 180 EE** and **Scholastic RED** can be effectively integrated with other school or district activities that are being funded from sources other than 21st CCLC. The federal funding programs for which **READ 180 EE** and **Scholastic RED** qualify include:

- Title I, Part A – Improving Basic Programs
- Title I – Supplemental Educational Services
- Title III – English Language Acquisition
- Title V, Part A – Innovative Programs
- Ed Tech (formula and competitive)
- Comprehensive School Reform
- IDEA or Special Education funds
- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
- Upward Bound
- Smaller Learning Communities
- Striving Readers

7. Sustainability

Sustainability refers to how the program will continue when grant funds expire. Describe the commitment to continuing the project in subsequent years with reduced levels of funding and the support from the administration in terms of financial resources, space/facility resources, and personnel dedicated to the project.

 Scholastic is committed to ensuring the sustainability of **READ 180 EE** beyond the period funded by a 21st CCLC grant. To this end, Scholastic will work with a district to train teachers and staff in the use of effective, research-based instructional methodologies and offers a variety of ongoing support to ensure the continued development of the skills and strategies students need to succeed in school.

8. Assessment and Evaluation


Assessment recaptures data and highlights the project accomplishments. Conduct it during the course of the project timeline and at the conclusion of the project. Both process and product data should be included in the evaluation plan.

Process Evaluation is used to gather information about how successfully the project was implemented as planned and to assess its impact on the targeted population.



- Site visits or administrative observations
- Integration surveys
- External evaluation of impact on student achievement
- Staff training completed

Product Evaluation focuses on measuring final outcomes against project goals, objectives, and performance targets.




- Evaluation of family literacy activities
- Evaluation of staff training activities
- Standardized or benchmark tests of student achievement.

 A *Sample Evaluation Plan* is provided on pages 34-36. Because every grant project is unique, it is important to adapt the language in the evaluation plan so it is customized to your specific project.

Be sure to detail a comprehensive evaluation plan with specific accountability measures and procedures that identify and assess:

- Student Academic Achievement—To meet one of the required performance indicators and educational goals, determine how the proposed project will increase student achievement and then measure the success of the project’s methods. Acceptable measures of student achievement should be standards-based, criterion-referenced assessments.
 *Through the Scholastic Achievement Manager (SAM), **READ 180 EE** continuously monitors and assesses students’ learning gains. Staff can generate more than 25 detailed reports that identify and measure skills students have mastered through the Software, their reading comprehension levels, and their comprehension of books read independently in the program. Data can be reported at the individual student, class, school, and district levels. The rSkills Tests measure students’ mastery of skills taught during the staff-directed portions of the day.*
- Parental Involvement—An extremely important requirement of the 21st CCLC grant program is that projects demonstrate an increase in parental involvement and communication. One way to gather the parental involvement data is to survey parents’ opinions and behaviors regarding their involvement in schools. Match your goals to the needs identified on the survey.
 *The **READ 180 EE** Software produces up-to-the-minute customized progress reports with specific feedback that teachers can use easily and frequently to enhance communication between school and home. The Software also generates parent information letters that can be sent home on a regular basis to provide concrete suggestions for improving reading skills at home. These letters are available in English, Spanish, Cantonese, Vietnamese, Hmong, and Haitian Creole.*

9. Budget

-  *The budget is an estimate of the project costs, but the project budget should be as accurate as possible at the time of submission. It should not include any “padded” amounts for expenditures.*
-  *The budget and narrative should align directly. It is best to make a list of all budgetary costs, based upon the narrative sections. Make sure that the budget includes a line item for every cost that the narrative describes.*
-  *It is advisable to consult with your business office prior to submitting the application.*


10. Appendix

The appendix will vary depending on what the application allows. Some do not allow an appendix, while others require that such documents as letters of support, résumés of key personnel, job descriptions, and schematics of technology networks be included.


-  *The applicant should submit only what the official application allows.*

Grant Writing Tools and Tips

Helpful Hints

 *Grant writing is a challenge for both novice and experienced writers. Grants are highly competitive, and rejection is disappointing. To avoid undue stress, realize that your proposal may be funded or it may not. A grant proposal is similar to a personal résumé; you have only one chance to make a good impression and grab the reviewers' attention. Here are some helpful hints to ensure that your proposal is effective and competitive.*

- FOLLOW THE DIRECTIONS! Carefully read the RFA/RFP to ensure that you include all of the required information and forms.
- Disaggregate student achievement data and identify your needs.
- Write concisely and in the active voice.
- Write to communicate, not to impress.
- Write, rewrite, and then ask an objective reader to comment and edit.
- Use a simple document design—Times New Roman or Arial, 10- or 12-point font.
- Note the application deadline. Send or deliver your proposal *prior* to the deadline.
- If your proposal is not funded, be sure to request copies of the reviewers' comments and use them to improve the proposal before the next submission.
- Be persistent. Consider the grants that are not funded as valuable practice and choose to learn from the experience.
- If you do not qualify, do not apply!
- Start early, plan ahead, and allow plenty of time for writing, revising, and editing.
- Remember that a deadline is a deadline.

 *For more **READ 180 EE** information that you can use in writing your grant, please contact your Scholastic Regional Sales Office.*

Sample Goals, Objectives, and Effectiveness Indicators

Writing clear and precise goals and performance targets (objectives) with related effectiveness indicators is crucial to implementing and evaluating an effective, research-based grant project.


Goals state the planned outcome that will solve the problem addressed in the needs statement.

Performance targets are a series of clearly defined *objectives* that increase in expectation as they progress on a timeline, culminating at an overall performance or educational goal. *Performance targets* are Specific, Measurable, Attainable, Research-based, and Timely (SMART).

Effectiveness indicators detail the type of specific information used to measure whether or not an objective is reached.


The following charts provide examples of how goals, objectives, and effectiveness indicators are related and can be identified for these areas:

- Academic Improvement
- Staff Training
- Family Literacy
- Evaluation

 *Be sure to develop your own goals, performance targets, and effectiveness indicators that relate specifically to your project's needs.*

Academic Improvement

A 21st CCLC program can be an important component in a school improvement plan, particularly as it offers extended learning time to help children meet state standards. Local programs must ensure that the academic services they provide are aligned with the school's curriculum in the core subject areas.

 **READ 180 EE** is a scientifically research-based reading program whose success at raising reading scores has been repeatedly validated through numerous efficacy studies conducted on different student populations, including middle and high-school students, English-language learners, and Special Education students. **READ 180 EE** utilizes direct and explicit reading instruction, engaging and age-appropriate content, and data-driven technology to ensure that differentiated instruction and guided practice take place. **READ 180 EE** provides targeted skills instruction that is aligned to state standards in these areas:

- Phonics and syllabication
- Spelling
- Fluency
- Word analysis and vocabulary development
- Comprehension
- Writing
- Grammar, usage, and mechanics
- Test-taking strategies

Educational Goal:

Seventy-five percent of the students in the 21st Century Community Learning Centers program will raise achievement scores in reading.

Objectives (Performance Targets)	Positions Responsible	Timeline	Effectiveness Indicator
<ul style="list-style-type: none"> • By the end of the <YEAR> school year, 75% of the 21st CCLC students will demonstrate increased proficiency in reading as demonstrated by pre- and post-testing • By the end of the <YEAR> school year, 50% of the 21st CCLC students will demonstrate increased proficiency in reading as demonstrated by pre- and post-testing 	21st CCLC Staff and Classroom Teachers	Sept. <YEAR> to June <YEAR>	Percentage of students who improved their reading scores as measured by pre- and post-tests.

Staff Training


In order to ensure the sustainability of a quality 21st CCLC program, it is recommended that staff and volunteers who will be delivering academic support and enrichment services be provided with ongoing training and learning opportunities.

- 📖 **READ 180 EE** offers an in-service and professional development plan that learning centers may customize. It includes:
 - On-site leadership development for principals, reading coaches, and technology coordinators
 - Two days of on-site implementation training for teachers and reading coaches
 - A facilitated online professional development course from Scholastic RED entitled “READ 180: Best Practices for Reading Intervention”
 - Optional Professional Development Seminar Series, which consists of eight, one-half day customizable seminars that provide teachers with ongoing, in-depth professional development designed specifically for **READ 180 EE**

<p>Educational Goal: All staff delivering academic services will receive online professional development to expand their understanding of how to apply effective research-based methods and strategies to teach reading.</p>			
Objective (Performance Target)	Position Responsible	Timeline	Effectiveness Indicator
By June of <YEAR>, 100% of 21st CCLC staff delivering academic services will be enrolled in an online professional development course that addresses applying research-based methods and strategies to the teaching of reading to middle school students.	Staff	June <YEAR>	Percentage of staff successfully completing online professional development courses in reading

Family Literacy

Community learning centers must provide activities that promote parental involvement and family literacy.

 **READ 180 EE's** assessment reports present detailed information about students' progress, which can be shared with caregivers in Parent Letters and during conferences. SAM can generate letters and reports in English, Spanish, Cantonese, Hmong, Haitian Creole, and Vietnamese. Because the program addresses the literacy needs of older struggling readers, parents and family members who have similar needs can benefit from **READ 180 EE's** systematic and individualized instruction that is patient, non-threatening, and encouraging.


Educational Goal:

Improve the literacy of the adult family members related to the children participating in the 21st CCLC program.


Objectives (Performance Target)	Positions Responsible	Timeline	Effectiveness Indicator
<ul style="list-style-type: none"> For the <YEAR> school year, increase the number of families participating in a technology-based reading improvement program by 10%. For the <YEAR> school year, 25% of the families of 21st CCLC students will participate in a technology-based reading improvement program. 	Teachers	September <YEAR> through June <YEAR>	Number of families involved in the program each year.

Evaluation


The 21st CCLC program is required to conduct a periodic evaluation to assess its progress toward achieving the goal of providing high-quality opportunities for academic enrichment. This data is then used to refine, improve, and strengthen the program. Future funding is also dependent on the results of this evaluation.

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SAM continuously gathers data from the moment a student logs on to the Software. This data includes the results of ongoing diagnostic and curriculum-embedded assessments, as well as continuous evaluation of student progress and mastery. SAM also produces detailed progress reports, allowing teachers to identify the skills mastered and areas where improvement is needed so instruction can be modified accordingly.

- 

READ 180 EE provides periodic curriculum-embedded, interactive rSkills Tests, which assess students' mastery of comprehension, vocabulary/word study, and grammar, usage, and mechanics skills covered during the teacher-directed portions of the day. A print version is available.

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The reliability- and validity-tested Scholastic Reading Inventory Interactive (SRI) that is part of the READ 180 EE program is an effective instrument for gathering data that can be used to evaluate the effectiveness of the grant project. SRI helps teachers individualize instruction, track student reading growth over time, and match readers to text.


Educational Goal:

The learning center will determine the effectiveness of the technology-based reading intervention program at raising student achievement over the period of the grant project.

Objective (Performance Target)	Positions Responsible	Timeline	Effectiveness Indicator
In the Spring of <YEAR>, 80% of students involved in the technology-based reading intervention program will raise their <YEAR> scores on the state reading assessment by five points.	21st CCLC Staff, Classroom Teachers	March <YEAR>	Number of points gained in reading between the <YEAR> and the <YEAR> state assessments.

Sample Activities

Activities explain who will do what, when, where, and for how long. You need to include detailed activities for each goal and performance target. The table below gives specific examples and shows the alignment of the goal, objective, and effectiveness indicators to the activities.

 *These are provided as examples or suggestions. You should develop your own activities specific to your needs.*


Educational Goal: All students participating in the 21st CCLC program will improve their reading achievement.			
Objective: For the <YEAR> school year, 100% of the students reading below grade level will raise their reading achievement scores.			
Specific Activities	Positions Responsible	Timeline	Effectiveness Indicator
1. Purchase READ 180 EE .	Program Coordinator	April <YEAR>	Purchase orders
2. Schedule one leadership training session for program leaders.	Program Coordinator	August <YEAR>	Number of program leaders completing the training
3. Schedule one implementation training for staff delivering academic services.	Program Coordinator	August <YEAR>	Number of staff completing the training
4. Enroll staff in the <i>Scholastic RED</i> facilitated online professional development course to assist in the effective implementation of READ 180 EE .	Department Chairperson	August <YEAR>	Number of staff completing the <i>RED</i> course
5. Implement the READ 180 EE program.	Program Staff	September <YEAR>	Number of staff using READ 180 EE
6. Students take state reading exams.	Program Staff	April <YEAR>	Increase in reading scores over the April <YEAR> scores

Sample Quarterly Timeline

This sample timeline includes generalized activities that occur each quarter. Applicants are encouraged to organize grant activities into a similar quarterly timeline, which allows for time fluctuations depending on the release of funds.

First Quarter

- Organize Executive Committee
- Plan and begin quarterly meetings to monitor and adjust programmatic and financial activities
- Review grant activities and organize into quarterly timelines
- Create a checklist for each quarter's activities
- Meet with district and campus personnel to distribute quarterly timeline and checklist of activities
- Meet with project evaluator to plan progress monitoring deadlines and make a list of evaluation documentation to be collected quarterly
- Meet with community partners to review responsibilities
- Begin purchasing


 **READ 180 EE** is a comprehensive intervention program that provides a clear instructional path for whole- and small-group instruction, integrated professional development, and resources for assessing students and differentiating instruction. Program components include:

- Individualized Instructional Software and Topic CDs
- rBook Teacher's Guide with comprehensive instructional support
- rBook Student Edition
- Resources for Differentiated Instruction
- Facilitated, online professional development course
- Paperbacks for independent reading
- Audiobooks for modeled reading
- Assessment tools


Please contact a Scholastic representative to discuss a customized plan and associated costs.

Second Quarter

- Develop evaluation forms and processes for collecting information and data

 The **READ 180 EE** Scholastic Achievement Manager continuously gathers data from the moment a student logs on to the Software. This data includes the results of ongoing diagnostic and curriculum-embedded assessments, as well as continuous evaluation of student progress and mastery.

- Begin monthly project meetings with campus personnel
- Conduct professional development and quarterly thereafter
- Continue purchasing
- Meet with parents at each site to solicit input on program effectiveness
- Conduct instructional technology activities

 **READ 180 EE** includes computer-adaptive instruction as part of its rotational model. A small group of students works with the Software while others are being instructed by staff, reading Paperbacks independently, or listening to Audiobooks.

- Conduct administrative walk-through observations to assess research-based instructional strategies applied in the after-school learning center
- Assess program level of success and progress toward meeting goals and objectives
- Gather documentation of all programmatic activities at monthly meetings
- Assess project goals, objectives, timelines, and check lists to ensure project is on target

Third Quarter

- Complete final purchasing of grant materials
- File required financial and programmatic progress reports
- Continue professional development activities



A facilitated online professional development course from Scholastic RED, entitled “READ 180: Best Practices for Reading Intervention,” provides:

- *Proven, scientifically based teaching strategies and methods to help raise student achievement in reading*
- *24-hour, just-in-time access to resources and training*
- *Interactive simulations and video modeling of research-based practices by master practitioners in real classes*
- *Tips for effectively using **READ 180 EE** Topic Software*

- Continue instructional development activities
- Continue to gather documentation of project activities
- Meet with external evaluator to share documentation and set deadlines for final evaluation activities
- Assess project goals, objectives, timelines, and checklists to ensure project is on target

Fourth Quarter

- Conclude after-school instructional activities
- Conclude parental involvement activities



The Software generates letters and reports, available in English, Spanish, Cantonese, Hmong, Haitian Creole, and Vietnamese, which inform parents of their children’s reading progress and ways they can be supportive at home. In addition, students can bring home English-language Paperbacks and share them with their families.

- Conclude professional development activities
- Meet with school sites to gather final documentation for evaluation plan
- Executive Committee meets to evaluate project milestones and plan for sustainability of project



*Scholastic is committed to ensuring the sustainability of **READ 180 EE** beyond the period funded by a 21st CCLC grant. To this end, Scholastic will work with a learning center to train its staff in the use of effective, research-based instructional methodologies and offers a variety of ongoing support to ensure the continued development of the skills and strategies students need to succeed in school.*


- File final financial reports
- File final programmatic reports

Sample Staffing Chart of Key Project Members

A project management plan includes the qualifications, roles, responsibilities, and time commitments of key management personnel that will be overseeing the project.

Program Personnel	Qualifications	Responsibilities	Time Commitments
Fiscal Agent: <i>List name and title</i>	<i>List degrees, certifications, and professional experience</i>	<ul style="list-style-type: none"> • Chair, Project Executive Committee • Supervise grant goals, objectives, and strategies • Coordinate evaluation strategies • Ensure dissemination of information to parents and the public 	<i>List amount of time staff member will devote to each responsibility or activity</i>
Project Director: <i>List name and title</i>	<i>List degrees, certifications, and professional experience</i>	<ul style="list-style-type: none"> • Member, Project Executive Committee • Coordinate technology implementation • Coordinate instructional technology activities 	<i>List amount of time staff member will devote to each responsibility or activity</i> <u>Recommended 100%</u>
District Coordinator: <i>List name and title</i>	<i>List degrees, certifications, and professional experience</i>	<ul style="list-style-type: none"> • Member, Project Executive Committee • Manage programmatic grant activities/strategies • Coordinate professional development activities • Coordinate parental involvement activities • File all programmatic reports with funding agency 	<i>List amount of time staff member will devote to each responsibility or activity</i> <u>Recommended 100%</u>
Financial Coordinator: <i>List name and title</i>	<i>List degrees, certifications, and professional experience</i>	<ul style="list-style-type: none"> • Member, Project Executive Committee • Manage financial activities of grant program • Coordinate purchasing for grant activities • File all financial reports with funding agency 	<i>List amount of time staff member will devote to each responsibility or activity</i>

Sample Evaluation Plan

-  *The evaluation plan is one of the most critical elements of your proposal. Because every grant project is unique, it is important to adapt this sample plan to reflect your specific project names, goals, objectives, and activities, rather than copy it.*

Evaluation Design

<Project Name> includes a comprehensive evaluation plan developed to determine success in meeting aggressive goals for improving teaching and learning. Specific goals, objectives, and activities have been delineated in the above sections. <District Name> and <Name of external evaluator> will conduct the final evaluation of <Project Name>. The Project Manager will collect information, collect the campus data, and provide the progress reports throughout the project period to <Name of funding agency> as per the RFA requirements.

The evaluation design includes both process and product evaluation to:

1. Better determine the effectiveness of the program for participants
2. Document that project objectives were achieved
3. Provide information about service delivery that will be beneficial to program staff
4. Enable program staff to make changes that improve program effectiveness

The <Project Name> Executive Committee will use the information gathered during the planning, implementation, and evaluation processes to interpret, report findings, and recommend modifications for improving the project.

The evaluation design will be guided by the following questions:

- *Were the project activities implemented as planned? If not, what barriers or obstacles prevented parts or all of the activities from being executed?*
- *How effective were the project activities in achieving the goals and objectives?*
- *What is the impact of the project activities on the participants?*

Process Evaluation

The process evaluation will gather information about how successfully the strategies of <Project Name> were implemented as planned, and assess their impact on the targeted population. Process evaluation is both quantitative and qualitative in nature, and is intended to assess the outcome of the project. This data, collected formatively and summatively, will describe how students and staff are affected by the project activities. The process evaluative data will focus on:

- Improvement in student academic achievement
- Improvement in teacher instruction

The following process data will be collected:

1. District and campus records

The external evaluator will track project objectives through quantitative data, such as purchase orders, numbers of students/teachers served, and inventory records.

2. Project meetings

The Project Manager, campus coordinators, and Executive Committee will evaluate the program implementation on a quarterly basis. Meetings will focus on project progress and any necessary modifications to the project.


3. Classroom observations

The campus administrators will visit classrooms randomly to acquire information on how educators have adapted the program for instructional use. Evaluative information will be drawn from observations of classroom applications, in the form of administrative walk-through forms.

4. Anecdotal records

To address the “So what?” question, anecdotal records from both students and teachers will be collected formatively and summatively. Specifically the project manager and evaluator will ask:

- *How has the program made a difference in the lives of the project participants?*
- *How has the project enhanced or enriched the education of students?*

 **READ 180 EE** helps struggling students break out of the cycle of failure caused by below-level reading proficiency. Because instruction and practice are customized according to students’ abilities, they experience success from the start. Students’ reading confidence improves, which can contribute to long-term academic success.

5. End-of-project survey

Just as the needs were established for <Project Name> through a campus-based Needs Assessment Survey, an end-of-project survey will be conducted to measure project outcomes for student achievement and educator proficiency levels.

Product Evaluation

The product evaluation will focus on measuring final outcomes against project goals, objectives, and benchmarks. Changes that have occurred will be identified and analyzed to determine whether the program is effective for students and staff. Like the process evaluation, the product evaluation will be collected both formatively and summatively. The product performance measures focus on:

- Improvement in outcomes for students’ language, cognitive, and reading skills
- Improvement in teacher knowledge and qualifications

The following product data will be collected:

1. Standardized and benchmark tests to measure student achievement

Teachers will use the <Name of assessment> and district benchmark tests to determine each student’s specific learning needs.

2. Student work samples

To evaluate increases in students’ knowledge and skills developed in the program, teachers will collect student work samples.

3. Evaluation of professional development

Teachers will provide written feedback about training; identifying strengths, weaknesses, and possible modifications. These evaluations will be used to continually improve the project professional development plan.

4. End-of-project survey

The Executive Committee will survey teachers and parents to provide opportunities for them to evaluate the effectiveness of the program on their children.

5. Comprehensive final report

The external evaluator and Executive Committee will assess the design, outcomes, and instructional impact of the program on project participants. The process and product evaluative data will be analyzed in the final report to answer the question,

- *What difference has the project made in the education of its participants?*

Evaluation of Long-Term Impact

<District Name> will conduct a longitudinal analysis of the impact of the <Project Name> by evaluating formative and summative data annually. The Project Manager will compile summary reports for review by the Board of Trustees. Based upon final reports, the Project Manager, Campus Coordinators, and Executive Committee will determine the overall effectiveness of the program and make modifications for subsequent years.

Sustainability

Since the <Program Name> has become institutionalized into the <District Name> curriculum and professional development plans, the continuation of the program is secure in the commitment of the Department of Curriculum and Board of Trustees. Local funds have been and will continue to support <Project Name> beyond the grant period.

- 📖 *Scholastic will continue to work with a learning center to train its staff in the use of **READ 180 EE**, and it offers a variety of ongoing support to ensure students will develop the skills and strategies they need to become successful readers.*

About Scholastic Inc.

Scholastic is committed to providing teachers with effective materials for every stage of reading instruction to ensure that students develop the skills and strategies needed to succeed in school. Our reputation is built on an 85-year history of helping foster and support effective learning for all students. For years, we have worked with leading researchers to develop scientifically based products that produce significant results in student achievement, as well as meaningful changes in teacher effectiveness.

We look forward to partnering with you to improve reading achievement, and would like the opportunity to talk with you about how we can best support your efforts to implement **No Child Left Behind (NCLB)** over the next several years.