



Grant Assistance Toolkit

Enhancing Education Through Technology

Featuring *READ 180[®] Enterprise Edition*

With professional development from Scholastic RED[™]

SCHOLASTIC OFFICE OF EDUCATIONAL ASSISTANCE

Scholastic Inc. has prepared this Grant Assistance Toolkit to assist Local Education Agencies (LEAs) in the development of a grant project for the *Enhancing Education Through Technology Program (Ed Tech)* that incorporates *READ 180 Enterprise Edition* and *Scholastic RED*. The Toolkit provides key information in these areas:

- Funding program information
- Alignment of *READ 180 EE* to *Ed Tech* 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 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:

- Individualized Software. *READ 180 EE* contains “intelligent software” that collects data based on individual responses and adjusts instruction to meet each student’s needs.
- Data-driven, teacher-led instruction in whole and small groups. *READ 180 EE* provides teachers with a curriculum that supports the direct instruction of reading, vocabulary, and writing and grammar. 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.
- Modeled and independent reading. 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.
- Professional Development. *READ 180 EE* integrates professional development into the *rBook™* Teacher’s Edition, as well as provides teachers with comprehensive implementation training and ongoing professional development through *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.

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.*

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 Enterprise Edition** features.*

Funding Program Overview: Enhancing Education Through Technology

The information in this section of the Toolkit is based on the final *Guidance on the Enhancing Education Through Technology (Ed Tech) Program*, March 11, 2002 that is available at this website: <http://www.ed.gov/programs/edtech/guidance.doc>

Goal of Ed Tech

Title II, Part D, of the *No Child Left Behind Act of 2001* (NCLB) is known as the *Enhancing Education Through Technology Program (Ed Tech)*. The *Ed Tech* program provides funds to:

- Increase student achievement in elementary and secondary schools through the use of technology
- Help students become technologically literate
- Integrate technology into the curriculum through professional development and the use of research-based instructional methods

Allocation of Funds

After 5% of *Ed Tech* funds are reserved for state-level activities, the remainder of the funds must be divided equally between competitive grants and formula grants.


Formula Grants are distributed based on *Title I, Part A* allocations.

Competitive Grants are defined by each state according to federal guidelines and made available to eligible local entities.

Acceptable Use of Funds

LEA recipients are required to use at least 25% of *Ed Tech* funds for ongoing professional development in the integration of advanced technologies into the curricula and use technology to create new learning environments. In addition, recipients may use funds for:

- Acquiring proven and effective courses and curricula that include integrated technology and are designed to help students meet challenging academic standards
- Increasing access to technology for students and teachers, with special emphasis on the access of high-need schools
- Adapting or expanding applications of technology to allow teachers to use research-based teaching practices and distance learning to increase student achievement
- Implementing effective technology-based courses and curricula that are designed to help students meet challenging academic standards
- Promoting parental involvement and communication with students, parents, and teachers about curricula, assignments, and assessments
- Training teachers to become Technology Leaders who will assist other teachers.
- Using technology to gather and analyze data in order to enhance teaching and improve academic achievement

 **READ 180 EE**, including professional development support from Scholastic RED, effectively integrates technology to raise student achievement; therefore, they qualify for purchase with either Ed Tech formula or competitive grant funds.


Eligibility

LEAs receiving *Title I, Part A* funding are eligible to receive *Ed Tech* formula funding. Eligibility for competitive *Ed Tech* grants is determined by each state according to the federal guidelines, so please refer to your state's RFA for the specific details.

Required Project Components


To apply for both formula and competitive grant funds, an LEA must have a new or updated long-range strategic educational technology plan that is consistent with the objectives of the statewide technology plan and aligned to these 13 federal *Ed Tech* components:


1. Strategies for improving academic achievement and teacher effectiveness
2. Specific goals aligned with challenging state standards
3. Steps to increase accessibility
4. Promotion of curricula and teaching strategies that integrate technology
5. Ongoing, sustained professional development
6. Technology type and costs
7. Coordination with other resources
8. Integration of technology with curricula and instruction
9. Innovative delivery strategies
10. Parental involvement
11. Accountability measures
12. Supporting resources
13. Collaboration with adult literacy service providers

 For the **READ 180 EE** alignment to 12 of these criteria, please see the chart on pages 5-17.

Accountability

In addition to having a long-range technology plan, LEAs and eligible local entities must evaluate which funded activities are effective in 1) integrating technology into the curriculum and instruction, 2) increasing the ability of teachers to teach, and 3) enabling students to meet challenging state standards.


 **READ 180** has been the subject of numerous scientifically based research evaluations. 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. Impressive gains were reflected on students' reading scores on standardized tests, such as the Stanford Achievement Test-9 (SAT-9), Terra Nova, and the Scholastic Reading Inventory.


 More than 10,000 teachers in over 150 school districts have participated in Scholastic RED professional development. Teachers, district Facilitators, and Principals report that:


- The modeling of effective strategies helped teachers apply research-based skills in their classrooms.
- Scholastic RED materials can be used immediately to improve reading instruction.


READ 180 Enterprise Edition Alignment to Federal Ed Tech Requirements

According to the federal guidance for *Ed Tech*, an LEA’s technology plan must address 13 specific components in order to qualify for either formula or competitive funding. The following chart details how **READ 180 Enterprise Edition** meets 12 of these required *Ed Tech* components.


Required <i>Ed Tech</i> Components	 READ 180 Enterprise Edition
<p>1. <u>Strategies for improving academic achievement and teacher effectiveness:</u> A description of how the applicant will use <i>Ed Tech</i> funds to improve the academic achievement, including technology literacy, of all students attending schools served by the LEA and to improve the capacity of all teachers in schools served by the LEA to integrate technology effectively into curriculum and instruction</p>	<p>READ 180 EE, a research-based, intensive reading intervention program, significantly increases the reading achievement of struggling students in grades transitional three and above. Students learn reading, spelling, vocabulary, writing, grammar, and test-taking skills. They read content-area passages in science, math, social studies, history, and language arts. READ 180 EE delivers its reading achievement gains through four core instructional activities:</p> <ul style="list-style-type: none"> ▪ <u>Individualized instructional software</u>—The READ 180 EE Software provides each student with customized reading instruction plus continuous assessment of his/her progress. The Software has built-in supports, such as anchor videos that build background knowledge for reading passages. ▪ <u>Data-driven small-group instruction</u>—Comprehensive READ 180 EE computer-generated reports provide detailed and immediate feedback to identify student needs and to inform small-group instruction. ▪ <u>Direct instruction in whole and small groups</u>—READ 180 EE equips teachers with a curriculum for teaching phonemic awareness, phonics, fluency, vocabulary, text comprehension, and writing and grammar. ▪ <u>Independent reading</u>—READ 180 EE provides students with an independent reading library of high-interest and leveled Paperbacks, as well as grade-level Audiobooks. <p>READ 180 EE effectively teaches below-level readers who have a variety of backgrounds, abilities, and needs. These can include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Children from low-income families ▪ Students with disabilities ▪ English-Language Learners ▪ Native Americans ▪ Students attending urban, suburban, and rural schools <p style="text-align: right;"><i>(continued)</i></p>

Required Ed Tech Components	 READ 180 Enterprise Edition
<p>Strategies for improving academic achievement and teacher effectiveness, Continued</p>	<p>To help teachers effectively integrate READ 180 EE into the curriculum, the program provides:</p> <ul style="list-style-type: none"> ▪ Two-day, in-person Implementation Training that covers how to set up and run a READ 180 EE classroom, understand the Software, and use READ 180 EE reports to help differentiate instruction ▪ A facilitated, online professional development course from <i>Scholastic RED</i> entitled “READ 180: Best Practices for Reading Intervention,” which presents research-based teaching strategies and interactive simulations ▪ Point-of-use professional development that is integrated into the READ 180 EE teaching materials ▪ Links, provided by the <i>Scholastic Achievement Manager™ (SAM)</i>, to electronic resources for additional, targeted instruction and practice activities ▪ Technical manuals ▪ Telephone and e-mail support
<p>2. <u>Goals:</u> A description of the applicant’s specific goals, aligned with challenging state standards, for using advanced technology to improve student academic achievement</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 Software delivers 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><i>Please visit this website for READ 180 EE correlations to state standards:</i> http://teacher.scholastic.com/products/read180/fund/index.htm</p>


Required Ed Tech Components	 READ 180 Enterprise Edition
<p>3. <u>Steps to increase accessibility:</u> A description of the steps the applicant will take to ensure that all students and teachers have increased access to technology</p>	<p>The READ 180 EE Software environment allows students of varying abilities and needs to participate in the program. All students benefit from embedded decoding tips, point-of-use vocabulary definitions, and leveled reading passages. Video clips in the Software and <i>rBook™</i> Teaching System help students build background knowledge and develop mental models prior to reading.</p> <p>The following built-in features support English-Language Learners and students with disabilities:</p> <p><u>English-Language Learners</u></p> <ul style="list-style-type: none">▪ 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 words in the passages.▪ Students have ample opportunities to hear modeled reading and to practice reading along with a skilled narrator.▪ Language support includes pronunciation tips for Spanish speakers.▪ Students have the ability to slow down or speed up the narration of the passages. Settings also enable word-by-word versus phrase-by-phrase readings of the text. <p><u>Students with Disabilities</u></p> <p>The Software contains universal access supports, such as:</p> <ul style="list-style-type: none">▪ Closed captioning for video segments▪ Customizable options, such as alternate color schemes, for students with visual difficulties▪ Customizable options for students with auditory difficulties▪ Button rollover <p>A small group of students works with the Software while others receive instruction from the teacher or read independently. A typical READ 180 EE classroom requires five to seven student workstations for a class of 15 to 21 students. Every student participating in the program uses the Software on a daily basis.</p> <p style="text-align: right;"><i>(continued)</i></p>


Required Ed Tech Components	 READ 180 Enterprise Edition
<p>Steps to increase accessibility, Continued</p>	<p>Teachers receive the training they need to effectively use READ 180 EE technology to improve student achievement. Professional development includes:</p> <ul style="list-style-type: none"> ▪ Two-day, in-person Implementation Training ▪ <i>Scholastic RED</i> facilitated online course, “<i>READ 180: Best Practices for Reading Intervention</i>” ▪ Instructional teaching materials, including <i>rBook Teacher’s Edition</i> and <i>Resources for Differentiated Instruction</i> ▪ <i>Getting Started DVD</i> models best practices for implementing <i>READ 180</i> ▪ <i>Software Manual</i> ▪ <i>Technical Installation & Troubleshooting Guide</i> ▪ <i>Placement, Assessment, and Reporting Guide</i> ▪ Toll-free telephone and e-mail support
<p>4. <u>Promotion of curricula and teaching strategies that integrate technology:</u> A description of how the applicant will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research and leading to improvements in student academic achievement</p>	<p>READ 180 EE effectively integrates technology to raise student achievement by delivering a systematic program of reading intervention that incorporates individualized instruction, meaningful practice, and continuous assessment.</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. 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 style="text-align: right;"><i>(continued)</i></p>


Required Ed Tech Components	 READ 180 Enterprise Edition
<p>Promotion of curricula and teaching strategies that integrate technology, Continued</p>	<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 teachers 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"> ▪ READ 180 EE Comprehension Skills Report, which shows students' performance in reading for detail, sequencing, finding the main idea, summarizing, and other comprehension skills ▪ READ 180 EE Reading Progress Report, which displays comprehension and vocabulary percentages, frequent word recognition and spelling errors, and fluent words and fluency scores ▪ READ 180 EE Spelling Skills Grouping Report, which provides spelling assessment percentages and Spelling Speed Challenge practice scores <p>Electronic links located on the report screens directly connect teachers 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> teacher-directed lessons. Based on data, teachers target 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 teachers monitor students' independent reading.</p> <p>Professional development that is integrated into the teaching materials directs teachers 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 style="text-align: right;"><i>(continued)</i></p>


Required Ed Tech Components	 READ 180 Enterprise Edition
<p>Promotion of curricula and teaching strategies that integrate technology, Continued</p>	<p>Research Base</p> <p>READ 180 is the result of many years of educational research and development. READ 180 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. <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).</p> <p>Efficacy Studies</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>.</p> <p><i>(For complete statistical data, please see the 1999-2004 Compendium of READ 180 Research, which is available upon request.)</i></p>


Required Ed Tech Components	 READ 180 Enterprise Edition
<p>5. <u>Professional development:</u> A description of how the applicant will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center</p>	<p>READ 180 EE provides on-site leadership development for principals, reading coaches, and technology coordinators. In addition, teachers and reading coaches attend two days of on-site implementation training, where they learn best practices for implementing the program, including the Instructional Model; generate <i>SAM</i> reports to inform instruction; and access online teaching resources.</p> <p>READ 180 EE integrates professional development directly into the <i>rBook Teacher's Edition</i> through a series of workshops. These provide teachers 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 ▪ Strategies for teaching English language learners and special needs students ▪ Ideas for using READ 180 EE's assessments and reports to inform instruction <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 teachers in a school. Courses blend online learning with in-person workshops and support.</p>


Required Ed Tech Components	 READ 180 Enterprise Edition
<p>6. <u>Technology type and costs:</u> A description of the type and costs of technology to be acquired with education technology funds, including provisions for interoperability of components</p>	<p>READ 180 EE runs on Windows® and Macintosh® platforms. The following system requirements are recommended for the best performance of the program:</p> <p><u>Teacher Workstation</u></p> <p><i>Processor type and speed:</i></p> <ul style="list-style-type: none"> ▪ Pentium IV/1.5 GHz (Win) ▪ G4/1.25 GHz (Mac) <p><i>Memory (RAM):</i> 512 MB</p> <p><i>Hard disk space:</i> 500 MB</p> <p><i>Operating system:</i></p> <ul style="list-style-type: none"> ▪ Windows XP SP2 ▪ OS X 10.03 (Mac) <p><i>Peripherals:</i></p> <ul style="list-style-type: none"> ▪ 8x CD-ROM drive ▪ Headphones ▪ Microphone ▪ CD Player ▪ 800 x 600 16-bit Color Monitor ▪ TV Monitor ▪ DVD Player ▪ Internet Connection ▪ Color Printer <p><u>Student Workstation</u></p> <p><i>Processor type and speed:</i></p> <ul style="list-style-type: none"> ▪ Pentium IV/1.0 GHz (Win) ▪ G4/1.25 GHz (Mac) <p><i>Memory (RAM):</i> 256 MB</p> <p><i>Hard disk space:</i> 500 MB</p> <p><i>Operating system:</i></p> <ul style="list-style-type: none"> ▪ Windows XP SP2 ▪ OS X 10.03 (Mac) <p><i>Peripherals:</i></p> <ul style="list-style-type: none"> ▪ 8x CD-ROM Drive ▪ Headphones ▪ Microphone ▪ CD Player ▪ 800 x 600 16-bit Color Monitor <p style="text-align: right;"><i>(continued)</i></p>

Required Ed Tech Components	 READ 180 Enterprise Edition
<p>Technology type and costs, Continued</p>	<p><u>Application Server</u></p> <p><i>Processor type and speed:</i></p> <ul style="list-style-type: none"> ▪ Dual 3.2 GHZ Xeon (Win) ▪ Dual 2.0 GHz G5 <p><i>Memory (RAM):</i> 2048 GB</p> <p><i>Hard Disk Space:</i> 5 GB</p> <p><i>Operating System:</i></p> <ul style="list-style-type: none"> ▪ Windows 2003 Server ▪ Xserve G5 (Mac) <p><u>Data Aggregation Server</u></p> <p><i>Processor type and speed:</i></p> <ul style="list-style-type: none"> ▪ Dual 3.2 GHZ Xeon (Win) ▪ Dual 2.0 GHz G5 (Mac) <p><i>Memory (RAM):</i> 2048 GB</p> <p><i>Hard Disk Space:</i> 1 GB per school</p> <p><i>Operating System:</i></p> <ul style="list-style-type: none"> ▪ Windows 2003 Server ▪ Xserve G5 (Mac)
<p>7. <u>Coordination with other resources:</u> A description of how the applicant will coordinate activities funded through the education technology program with technology-related activities supported with funds from other sources</p>	<p>READ 180 EE can be integrated with specific technology-related school activities using <i>Ed Tech</i> 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"> ▪ <i>Title I, Part A – Improving Basic Programs</i> ▪ <i>Title I – Supplemental Educational Services</i> ▪ <i>Title II, Part D – Ed Tech (Formula)</i> ▪ <i>Title III – English Language Acquisition</i> ▪ <i>Title V, Part A – Innovative Programs</i> ▪ <i>21st Century Community Learning Centers</i> ▪ <i>Comprehensive School Reform</i> ▪ <i>IDEA and Special Education funds</i> ▪ <i>Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)</i> ▪ <i>Upward Bound</i> ▪ <i>Smaller Learning Communities</i> ▪ <i>Striving Readers</i>

Required Ed Tech Components	 READ 180 Enterprise Edition
<p>8. <u>Integration of technology with curricula and instruction:</u> A description of how the applicant will integrate technology (including software and electronically delivered learning materials) into curricula and instruction, and a timeline for this integration</p>	<p>The READ 180 EE 90-minute Instructional Model, designed to be followed on a daily basis, presents an effective way to organize instruction and classroom activities. The session begins and ends with whole-group, teacher-led instruction. In between whole-group meetings, students break into three small groups that rotate among three stations.</p> <ol style="list-style-type: none">1. Whole-group, teacher-led instruction (20 min.)2. Three small-group rotations (20 min. each)<ol style="list-style-type: none">a. Individual computer-adapted instruction using the softwareb. Teacher-directed small-group instruction using the READ 180 EE rBook Teaching Systemc. Independent and modeled reading with Audiobook CDs and Paperbacks3. Whole-class, teacher-led wrap-up discussion. (10 min.) <p>While the teacher works directly with a small group, the other students work independently at computer and reading stations.</p> <p>Research has shown that best results from READ 180 are obtained when classes adhere to the 90-minute Instructional Model; however, READ 180 EE sessions can be modified to fit different scheduling needs. Some alternative schedules include:</p> <ul style="list-style-type: none">▪ Consecutive 45- or 50-minute class periods▪ Non-consecutive 45- or 50-minute class periods▪ 45- or 50-minute class periods, plus computer lab for after school


Required Ed Tech Components	 READ 180 Enterprise Edition
<p>9. <u>Innovative delivery strategies</u>: A description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance-learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources</p>	<p>READ 180 EE is a unique program that raises student achievement through innovative uses of technology. The program delivers:</p> <ul style="list-style-type: none"> ▪ Individualized instructional Software that automatically collects students’ performance data and adjusts instruction to address their needs ▪ Intensive interactive instruction and practice in research-based reading, spelling, and writing skills ▪ Motivating Anchor Videos that help students build background knowledge and form mental models ▪ Engaging Topic Software reading selections and Audiobooks ▪ Immediate feedback on activity and quiz responses ▪ Patient, nonjudgmental feedback from an on-screen host ▪ Audiobook Reading Coaches that model effective comprehension, vocabulary, and self-monitoring strategies ▪ Continuous assessment of student performance in the Software, on <i>Reading Counts!</i> quizzes, and <i>Scholastic Reading Inventory</i> comprehension tests ▪ Actionable computer-generated placement, diagnostic, instructional planning, and progress monitoring reports ▪ Relevant electronic links to resources for differentiating instruction that can be accessed directly from students’ performance reports ▪ Facilitated, online professional development in research-based instructional strategies and best practices
<p>10. <u>Parental involvement</u>: A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology used</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 READ 180 EE. ▪ Every <i>Scholastic RED</i> course presents family engagement ideas.

Required Ed Tech Components	 READ 180 Enterprise Edition
<p>11. <u>Accountability measures:</u> A description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging state academic standards</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, building, and district levels.</p> <p>Assessment tools include:</p> <ul style="list-style-type: none"> ▪ <u>READ 180 EE Software</u>—Instructional Software 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. ▪ <u>rSkills Tests</u>—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 teacher-directed portions of the day. There are five <i>rSkills Tests</i> reports that show class/group and individual progress. ▪ <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. ▪ <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.

Required Ed Tech Components	 READ 180 Enterprise Edition
<p>12. <u>Supporting resources:</u> A description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources, that will be acquired to ensure successful and effective uses of technology</p>	<p>READ 180 EE is a comprehensive program that contains all the components needed to implement an effective reading intervention program that will raise student achievement.</p> <p><u>Teacher materials</u></p> <ul style="list-style-type: none"> ▪ <i>Core Instruction</i> <ul style="list-style-type: none"> ○ <i>rBook</i> Teacher’s Edition ○ Anchor videos (DVD) ○ Transparencies ▪ <i>Resources for Differentiated Instruction</i> <ul style="list-style-type: none"> ○ Book 1 Reading Skills and Strategies ○ Book 2 Writing and Grammar Strategies ○ Book 3 Strategies for English-Language Learners ▪ <i>Assessment</i> <ul style="list-style-type: none"> ○ <i>Placement, Assessment and Reporting Guide</i> ○ <i>rSkills Tests</i> handbook ○ <i>Test-Taking Strategies</i> handbook ▪ <i>Technology</i> <ul style="list-style-type: none"> ○ Quick Start Kit and Overview DVD ○ Installation Software ○ <i>Installation and Troubleshooting Guide</i> ○ <i>Software Manual</i> <p><u>Student materials</u></p> <ul style="list-style-type: none"> ▪ <i>Topic Software</i> <ul style="list-style-type: none"> ○ 9 CDs per stage, 5 sets each ▪ <i>rBooks</i> <ul style="list-style-type: none"> ○ 64 copies per stage ▪ <i>Paperback Collection</i> <ul style="list-style-type: none"> ○ 30 titles in Stage A, 5 copies each ○ 40 titles in Stages B and C, 5 copies each ▪ <i>Audiobook Collection</i> <ul style="list-style-type: none"> ○ 12 titles per stage, 5 copies each <p><u>Professional development</u></p> <ul style="list-style-type: none"> ▪ Point-of-use learning integrated into the <i>rBook Teacher’s Edition</i> and other instructional materials ▪ <i>Scholastic RED Teacher Handbook</i> ▪ 2-day implementation training and Teacher Implementation Guide ▪ “<i>READ 180: Best Practices for Reading Intervention</i>,” a facilitated, online <i>Scholastic RED</i> course ▪ Optional READ 180 EE Seminar Series, which offers eight, one-half day seminars for ongoing development <p><u>Technical Support</u></p> <ul style="list-style-type: none"> ▪ Telephone support for installation and troubleshooting questions ▪ Live web-chat online support ▪ E-mail support

Customize Your Competitive Grant

This section of the Toolkit provides basic information for those preparing to write a competitive *Ed Tech* 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 *Ed Tech* grant are fairly consistent.

 *Because each state has considerable flexibility in developing the criteria and priorities for awarding Ed Tech 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 an Ed Tech Grant Application


There are 11 basic parts to a competitive grant application. Information is provided for each of these parts 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. Professional Development
6. Project Management
7. Resource Management
8. Sustainability
9. Assessment and Evaluation
10. Budget
11. 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, teachers, and parents.


The focal point of the needs assessment should be *acquisition of services* for the targeted population, and *not acquisition of technology or funds*.

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 Performance Levels
- Parental Involvement Needs
- Professional Development Needs
- Socioeconomic Data
- Instructional Needs
- Technology Needs

It is important to conduct a staff needs assessment survey prior to determining goals, performance targets, and activities. Conduct the same survey at the end of the project as part of the evaluation plan to determine if goals have been achieved.

 *The reliability- and validity-tested Scholastic Reading Inventory Interactive (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 Education 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, technology, professional development, 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 federal and state *Ed Tech* grant 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 technology.

 *Be sure to develop goals and activities within each of the following four areas, as these are areas addressed by Ed Tech legislation for the application of competitive funds.*


1. *Instructional Design/Content*
2. *Professional Development*
3. *School-to-Home Connection*
4. *Assessment/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).

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 teachers trained
- Cost per student for technology services
- Number, types, and frequency of technology staff development sessions
- Percent of parents participating
- Student achievement scores
- Drop out rates
- Percent of students in high-needs schools with increased access to technology
- Percent increase in all students' technology skills

 *Please see examples of ways to organize your goals, objectives, and effectiveness indicators on pages 26-28 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 that integrate technology effectively into the curriculum
- Steps taken to ensure access to technology for students and teachers
- Actions to promote parental involvement and increase communication
- Strategies for using innovative means to deliver specialized curricula

 *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, teachers, and parents*
- *Are clearly stated and sufficient to carry out the proposed program*
- *Are designed to provide measurable outcomes*

 *Sample activities for the goal area of Instructional Design/Content can be found on page 29.*


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.


 *Please see examples of ways to organize your activities into a Quarterly Timeline on pages 30-31 of this Toolkit.*

5. Professional Development

Recipients of *Ed Tech* competitive grants must use *at least 25%* of the funds to provide sustained, intensive, high-quality professional development that will help teachers, administrators and staff learn to use technology to improve teaching and learning.

This section should specify professional development goals that address the *how* and *why* of teaching and learning with technology. Relate professional development to curriculum development and integration, access to technology, or student achievement.

 *Sample goal: All teachers and administrators will receive online professional development to expand their understanding of how to apply effective research-based methods and strategies to teach reading.*

 **READ 180 EE** professional development is specifically designed to support **READ 180 EE** classroom implementation, improve teacher practice, and raise student achievement so that sustained results are possible beyond the grant funding period. Scholastic will work with a district to customize options according to specific needs. The **READ 180 EE** professional development plan includes:

- *On-site leadership development for principals, reading coaches, and technology coordinators*
- *Two days of on-site implementation training for **READ 180 EE** teachers and reading coaches*
- *A facilitated, online professional development course from Scholastic RED® entitled “READ 180: Best Practices for Reading Intervention”*



 *Scholastic RED also offers these optional professional development solutions:*

- *The **READ 180 EE** Seminar Series, consisting of eight, interactive half-day seminars that can be configured to meet the specific needs of a school or district*
- *Scholastic RED facilitated, online reading courses, which can further the development of **READ 180 EE** teachers and improve literacy instruction throughout the school*

6. 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.

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.*
-  *Information about the project team members can be presented in a chart similar to the one on page 32.*


7. 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.

-  *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 technology-related school or district activities that are being funded from sources other than Ed Tech. Some of 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 II, Part A – Improving Teacher Quality
 - Title II, Part D – Ed Tech (Formula)
 - Title III – English Language Acquisition
 - Title V, Part A – Innovative Programs
 - 21st Century Community Learning Centers
 - Striving Readers
 - Smaller Learning Communities
 - IDEA or Special Education funds

8. 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 an Ed Tech grant. To this end, Scholastic will work with a district to train its teachers 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.*

9. 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 long-term impact on student achievement
- Professional development training completed


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

- Pre- and post-staff needs assessment surveys
- Evaluation of professional development activities
- Standardized or benchmark tests of student achievement.


 *A sample Evaluation Plan is provided on pages 33-36. 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. Teachers 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 teacher-directed portions of the day.*

- Teachers' ability to effectively integrate technology into curricula and instruction—An *Ed Tech* competitively funded project must improve the capacity of teachers to successfully integrate technology into curricula and instruction.




 *The facilitated online professional development course from Scholastic RED, entitled "READ 180: Best Practices for Reading Intervention," provides:*

- *Tips for effectively using **READ 180 EE** Topic Software*
 - *Ideas for using **READ 180 EE's** assessments and reports to inform instruction*
 - *Proven, scientifically based teaching strategies and methods to help raise student achievement in reading*
 - *Interactive simulations and video modeling of research-based practices by master practitioners in real classes*
 - *24-hour, just-in-time access to resources and training*
 - *Strategies for teaching English-language learners and special needs students*
- Parental Involvement—An extremely important requirement of the *Ed Tech* competitive 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. **READ 180 EE** contains Paperbacks that students can take home and share with family members.*

10. Budget

When preparing a budget, keep in mind that at least 25% of *Ed Tech* funds must be used to provide ongoing, high-quality professional development. The remaining funds can be used to carry out other activities aligned with the State's priorities and the LEA's technology plan.

-  *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.*


11. 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 information about **READ 180 EE** 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 **S**pecific, **M**easurable, **A**ttainable, **R**esearch-based, and **T**imely (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:

- Instructional Design/Content
- Professional Development
- School-to-Home Connection
- Assessment/Evaluation

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

Instructional Design/Content

Identify curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging State academic content and student academic achievement standards

 **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, mechanics
- Test-taking strategies

Instructional Design/Content, cont.

Educational Goal: All middle school Language Arts teachers will implement proven and effective technology-based programs that are designed to help raise student achievement in reading.			
Objectives (Performance Targets)	Positions Responsible	Timeline	Effectiveness Indicator
<ul style="list-style-type: none"> By the end of the <YEAR> school year, 100% of the middle school Language Arts Teachers in the district will effectively integrate technology to improve reading skills. By the end of the <YEAR> school year, 75% of the middle school Language Arts Teachers will effectively integrate technology to improve reading skills. 	Middle school Language Arts Teachers	Sept. <YEAR> to June <YEAR>	Percentage of middle school Language Arts Teachers using technology to teach reading as measured by classroom and based on lesson plans, administrative observations, and/or surveys

Professional Development

- Adapting or expanding applications of technology to allow Teachers to use research-based teaching practices and distance learning to increase student achievement
- Training teachers to become Technology Leaders who will assist other teachers


 **READ 180 EE** offers an in-service and professional development plan that district teams 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**

Educational Goal: All Teachers and Administrators will receive online professional development to expand their understanding of how to apply effective research-based methods and strategies to teach reading.			
Objective (Performance Target)	Positions Responsible	Timeline	Effectiveness Indicator
By June of <YEAR>, 100% of middle school Language Arts Teachers and campus Administrators 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.	Administrators, Teachers	June <YEAR>	Percentage of Language Arts Teachers and administrators successfully completing online professional development courses in reading

School-to-Home Connection


Promoting parental involvement and communication with students, parents, and Teachers about curricula, assignments, and assessments


 *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.*

Educational Goal: Parents will be regularly informed about the effectiveness of the technology-based programs at raising their child's achievement in reading			
Objective (Performance Target)	Positions Responsible	Timeline	Effectiveness Indicator
For the <YEAR> school year, Teachers will send parents weekly student progress reports regarding the growth being made in reading achievement along with specific suggestions about how support can be given at home.	Teachers	September <YEAR> through June <YEAR>	Frequency of parental communication as measured by teacher records and software reports

Assessment/Evaluation

Using technology to gather and analyze data in order to enhance teaching and improve academic achievement.


 *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.*

 *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 district 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.	Teachers, Technology Leaders, Campus Administrators	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 Teachers will be able to integrate advanced multimedia applications into curricula and instruction at all grade levels.			
Objective: For the <YEAR> school year, 100% of the eighth-grade Reading Teachers will use technology to improve student reading skills.			
Specific Activities	Positions Responsible	Timeline	Effectiveness Indicator
1. Purchase READ 180 EE	Department Chairperson	April <YEAR>	Purchase orders
2. Schedule one leadership training session for Administrators, Technology Coordinators, and Reading Coaches	Campus Administrator	August <YEAR>	Number of Administrators, Technology Coordinators and eighth-grade Teachers completing the training
3. Schedule one implementation training session for eighth-grade Teachers	Department Chairperson	August <YEAR>	Number of eighth-grade Teachers completing the training
4. Enroll eighth-grade Teachers 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 eighth-grade Teachers completing the <i>RED</i> course
5. Implement the READ 180 EE program	Eighth-grade Teachers	September <YEAR>	Number of eighth-grade Teachers using READ 180 EE
6. Students take state reading exams	Eighth-grade Teachers	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.



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

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** comes in three leveled stages designed for elementary, middle, and high school. Each stage contains Topic Software, a Paperback collection, an Audiobook collection, student rBooks, core instruction materials (including rBook Teacher's Edition), installation software, professional development, assessments, and Resources for Differentiated Instruction. Please contact a Scholastic representative to discuss a customized plan and review associated costs.

Second Quarter

- Develop evaluation forms and processes for collecting information and data
-  *SAM continuously gathers data from ongoing, built-in diagnostic and curriculum-embedded assessments, as well as continuous evaluation of student progress and mastery. The rBook Skills Tests measure student acquisition of skills taught during READ 180 EE's teacher-directed lessons.*
- 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 the teacher or reading independently. The Software:
- Provides customized reading instruction and practice that is individualized and adjusted based on continuous assessment and immediate feedback
 - Incorporates customizable options for students with visual and auditory difficulties
 - Provides age-appropriate, leveled reading material in multicultural contexts
 - Provides language support in English, Spanish, Cantonese, Hmong, Haitian Creole, and Vietnamese
- Conduct administrative walk-through observations to assess technology integration into instruction
 - Assess program level of success and progress toward 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


 **READ 180 EE** is supported by a facilitated online professional development course from Scholastic RED entitled “READ 180: Best Practices for Reading Intervention.” The course 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 classrooms
 - Ongoing training and support
- Continue instructional development activities
 - Host Student Technology Fair to display and demonstrate student work
 - 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 instructional technology activities
- Conclude parental involvement activities

 The **READ 180 EE** program promotes parental involvement in these ways:

- Individual diagnostic reports generated by the Software can be shared with parents during conferences.
 - A software-generated Parent Letter, available in English, Spanish, Haitian Creole, Hmong, Cantonese, and Vietnamese, provides parents with a record of their child's progress and suggestions about how they can be supportive at home.
 - **READ 180 EE's** Paperback books can be shared with parents at home.
 - Family engagement ideas are presented in the Scholastic RED course “READ 180: Best Practices for Reading Intervention”
- 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 Ed Tech grant. To this end, Scholastic will work with a district to train its teachers 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

Information about program implementation should include the project staff, their qualifications, their responsibilities, and their time commitments.

 These are provided as examples or suggestions. You should develop your own staffing chart specific to your organization.

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 the parents and 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?*

 **READ 180** has been the subject of numerous scientifically based research evaluations, including quasi-experimental, correlational, and descriptive studies. Results from third-party evaluations show that struggling readers in **READ 180** show progress, often substantial, in learning to read. Impressive gains were reflected on students' reading scores on standardized tests, such as the Stanford Achievement Test-9 (SAT-9), Terra Nova, and the Scholastic Reading Inventory.

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 teachers 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 & 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.

 *The **READ 180 EE** Instructional Model presents an effective way to implement the program. The session begins and ends with whole-group, teacher-led instruction. In between whole-group meetings, students break into three small groups that rotate among three stations:*


- a. *Individual computer-adapted instruction using the Software*
- b. *Teacher-directed, small-group instruction using the **READ 180 EE** Teaching System*
- c. *Independent and modeled reading with Audiobook CDs and Paperbacks*

While the teacher works directly with a small group, the other students work independently at computer and reading stations.

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?*

 *The **READ 180 EE** reading intervention program helps 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 build confidence, 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 teachers. 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.


 *Through the Scholastic Achievement Manager, **READ 180 EE** continuously monitors student achievement in the instructional zones of the Software. It also captures students' performance data from every Scholastic Reading Counts! quiz students take and achievement data from Scholastic Reading Inventory assessments. Teachers can generate more than 25 detailed progress-monitoring reports. In addition, rSkills Tests, available online or in print, evaluate students' mastery of comprehension, vocabulary/word study, and grammar, usage, and mechanics skills taught during teacher-directed instruction.*

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.

 *More than 10,000 teachers in over 150 school districts have participated in Scholastic RED professional development. Teachers, district Facilitators, and principals report that:*

- *Scholastic RED courses helped them learn about research-based methods and strategies.*
- *Scholastic RED materials can be implemented immediately into classroom activities.*
- *The modeling of effective strategies helped teachers apply the skills in their classrooms.*
- *Facilitator-led meetings provide valuable opportunities for additional instruction, collaboration, and personalized support.*

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 is committed to ensuring the sustainability of **READ 180 EE** beyond the period funded by a grant. To this end, Scholastic will work with a district to train its teachers and it offers a variety of ongoing support to ensure the continued development of the skills and strategies students need to succeed in school.*

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.