



**SCHOLASTIC
OFFICE OF
EDUCATIONAL
ASSISTANCE**

Grant Assistance Toolkit

21st Century Community Learning Centers Featuring Scholastic Reading Counts!

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 **Scholastic Reading Counts!**. The Toolkit provides key information in these areas:

- Funding program information
- Alignment of **Scholastic Reading Counts!** to grant requirements
- Grant writing support

Scholastic Reading Counts!, with professional development support from Scholastic RED, is the program featured in this toolkit.

Scholastic Reading Counts! helps educators manage, assess, and encourage independent and curriculum-connected reading for students in Grades K-12. The program, which matches readers to leveled text, has been proven to increase students' reading achievement. **Reading Counts!** offers the following components:

- A collection of over 35,000 computerized quizzes that test student comprehension and that can be customized to help all children succeed
- A library of engaging leveled fiction and nonfiction books from over 400 publishers
- Management software that provides administrators and teachers with powerful tools to monitor and evaluate student independent reading, as well as data to guide and differentiate instruction

Scholastic RED is a high-quality professional development program that focuses on the application of scientifically based reading research to improve teacher practice and raise student achievement in reading. **RED** courses blend online learning with customized, on-site workshops and coaching for teachers, staff developers, and principals. This integrated system helps districts sustain effective professional development and complements ongoing study groups, mentoring, and other professional development activities.

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 **Scholastic Reading Counts!** 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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800-342-5331

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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 Scholastic Reading Counts! features**

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 eligible 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


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.


Scholastic Reading Counts! Aligns to Key 21st CCLC Requirements


The following chart details how **Scholastic Reading Counts!** 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 21st CCLC Programs	 Scholastic Reading Counts!
<p>1. Activities that provide remedial education and academic enrichment to improve academic achievement</p>	<p>Scholastic Reading Counts! is a computer-based, reading motivation program that provides remediation and academic enrichment activities designed to raise student achievement in Grades K-12.</p> <p>The Reading Counts! program offers:</p> <ul style="list-style-type: none"> ▪ A collection of over 35,000 computerized quizzes that test student comprehension of Reading Counts! books and that can be customized to meet student needs ▪ A library of leveled fiction and nonfiction books from more than 400 publishers ▪ Management software that provides the instructional staff with tools to monitor student progress and manage an independent reading program, as well as data to guide instruction <p>These elements of Scholastic Reading Counts! directly benefit students who need remediation:</p> <ul style="list-style-type: none"> ▪ Leveled books that allow them to read with success and with the appropriate amount of challenge ▪ Immediate feedback on quiz results ▪ Personalized congratulations screens, which can be printed, for passing quizzes ▪ Achievement certificates and other awards ▪ <i>Auto-Alerts</i> that notify teachers when students are struggling ▪ Length of quizzes customized to accommodate students with attention deficits and those with other special needs ▪ Flexibility of taking quizzes on audio books <p>Students in the Reading Counts! program read more and become better readers. This helps them develop fluency, vocabulary, and comprehension skills. In addition, taking quizzes helps students develop test-taking skills.</p> <p>Reading Counts! offers quizzes and books in a variety of topics and genres that can enrich a language arts program. Students can read classics, poetry, multicultural texts, award winners, drama, series, history, biographies, and other fiction and nonfiction. Books and quizzes are available that can be integrated into curricula in subject areas other than language arts, such as math, science, and social studies.</p>

Key Criteria for 21st CCLC Programs	 Scholastic Reading Counts!
<p>2. Activities for limited English proficient students that emphasize language skills and academic achievement</p>	<p>Reading Counts! provides English Language Learners with the motivation and practice they need to develop essential language skills and improve their reading achievement. The program offers limited English proficient students a successful reading experience by making available:</p> <ul style="list-style-type: none"> ▪ Leveled books that give the appropriate amount of reading challenge ▪ High interest/ intervention books ▪ Spanish books ▪ Administration of Spanish and English quizzes for the same book ▪ <i>Auto-Alerts</i>, which notify teachers if the student is struggling ▪ Immediate feedback on quiz results ▪ Reports that allow teachers to assess student progress and adjust reading instruction ▪ Shared reading with partners and in class
<p>3. Activities involving telecommunications and technology education programs</p>	<p>Scholastic Reading Counts! effectively uses technology to raise student achievement:</p> <ul style="list-style-type: none"> ▪ Throughout the year, students take computerized quizzes to test comprehension of books they have read. ▪ Quiz settings can be adjusted for number of questions and passing level so that students are challenged, yet successful. ▪ Students answer different questions each time they retake a quiz. ▪ Participants view instant scores and congratulations screens when they pass a quiz. ▪ Students use the program's on-screen <i>Read-O-Meter</i> to rate the books they read, fostering increased ownership and development of reading preferences. <p>Teachers use Reading Counts! software to help students increase their proficiency in these ways:</p> <ul style="list-style-type: none"> ▪ Computer-generated reports give initial student progress and allow staff to monitor progress during the school year. ▪ Staff can intervene with <i>Auto-Alerts</i> and <i>Alert Reports</i>. ▪ <i>Book Expert</i> helps staff to identify books that tie into curriculum units. ▪ Teachers write own quizzes, if desired, on books, textbook chapters, or other instructional materials. ▪ Staff members share computer-generated individual student progress reports with parents. ▪ Teachers can print out reading lists based on what students are reading, their interests and reading levels, and curriculum themes and topics. ▪ Reading Counts! software automatically collates data. ▪ Student data can be exported to share with other programs.


Key Criteria for 21st CCLC Programs	 Scholastic Reading Counts!
<p>4. Activities to promote parental involvement and family literacy</p>	<p>Parental involvement is an integral part of a Reading Counts! program.</p> <ul style="list-style-type: none"> ▪ Parent Letters, available in Spanish and English, describe the program and list ways to encourage reading at home. ▪ Parents co-sign their child's Personal Goal statements. ▪ Staff can share test results and progress reports with parents during conference times. ▪ Parents support reading at home by reading aloud the leveled books students choose and promoting reading for pleasure. ▪ Parents can reinforce their children's successes by posting printouts of their personalized congratulations screens that they receive for passing a quiz. <p>Reading Counts! supports family literacy by offering:</p> <ul style="list-style-type: none"> ▪ Titles for older readers who are measured in the lower reading levels of reading proficiency ▪ Valuable progress reports that track learning gains for all family members participating in the center's Reading Counts! program ▪ Data export capabilities that allow a list of the center's available quizzes to be posted to the school's or learning center's web site
<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>Scholastic Reading Counts! addresses the problems of students who are trapped in a cycle of failure by providing them with many opportunities to experience success from the start:</p> <ul style="list-style-type: none"> ▪ After reading books that are matched to their abilities, students take customized quizzes. ▪ Students are rewarded with immediate feedback on quiz results, congratulations screens, and achievement awards, such as certificates, ribbons, and sports items. ▪ Because Reading Counts! makes reading a fun and successful experience, students are motivated to read more and become better readers. <p>Reading Counts! provides students with opportunities to invest in their own academic improvement:</p> <ul style="list-style-type: none"> ▪ Students can search the e-catalog for books in their areas of interest. ▪ Students can monitor their own successes and progress toward goals. ▪ By using the <i>Read-O-Meter</i>, students can rate the books they have read and take satisfaction that their opinion counts.

Key Criteria for 21st CCLC Programs	 Scholastic Reading Counts!
<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>Scholastic Reading Counts! reflects eight findings from research that have shown to improve student academic achievement:</p> <ol style="list-style-type: none"> 1. Reading achievement is positively related to the amount of time spent reading. 2. Vocabulary and concept knowledge are developed through extensive reading. 3. Reading practice that is carefully selected and matched to students' reading levels is the best way to strengthen reading skills and foster the reading habit. 4. Motivation is essential for maintaining students' sustained attention on reading. 5. Comprehension requires wide reading, responding to questions, and talking and writing about what is read. 6. Helping struggling readers requires a supportive literacy environment as part of a carefully planned intervention program. 7. Families and communities have an important role in helping students become successful readers. 8. Assessment and evaluation are necessary in order to monitor student progress and adjust instruction. <p>The Lexile Framework[®] for Reading, developed by MetaMetrics, Inc., is the result of nearly two decades of research by measurement and testing scientists at Duke University, the University of Chicago, Stanford University, and the University of North Carolina-Chapel Hill. Through a series of grants from the National Institute of Child Health and Human Development, the team successfully tested the Lexile Framework with over 500,000 students.</p> <p><i>(Please contact a Scholastic Representative for complete findings, which appear in the Scholastic Reading Counts! Research and Results Report[®].)</i></p>
<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>Results from a recent study revealed that third-, fourth-, and fifth-grade students using Reading Counts! scored significantly higher on the SAT-9 vocabulary and reading comprehension tests than the control group. This was true for all students regardless of ability level, ethnicity, or gender (Block & Mangieri, 2004).</p> <p>Outcomes in case studies prepared by schools using <i>The Electronic Bookshelf (EBS)</i>, the predecessor to Scholastic Reading Counts!, showed that EBS students outperformed others on achievement tests, increased the time they spent reading, and developed a more positive attitude about reading.</p> <p><i>(Please contact a Scholastic Representative for the Scholastic Reading Counts! Research and Results Report[®].)</i></p>

<p>Key Criteria for 21st CCLC Programs</p>	<p> Scholastic Reading Counts!</p>
<p>8. To sustain a quality program, staff delivering academic support and enrichment services should be provided ongoing training and learning opportunities.</p>	<p>Reading Counts! offers educators a variety of professional development solutions:</p> <ul style="list-style-type: none"> ▪ <i>On-site, Hands-on Software Training.</i> An expert trainer guides staff through all program features so that staff will be competent and productive in managing Reading Counts!. Customized workshops cover how to: <ul style="list-style-type: none"> ○ Weave Reading Counts! technology into the learning center’s academic program ○ Manage and assess student reading using the management software. ○ Customize settings to target each student at the right level of challenge. ○ Examine comprehensive reports to help monitor reading growth and alert staff if intervention is needed. ▪ <i>Scholastic RED.</i> Provides facilitated online courses with in-person workshops that help teachers apply scientifically based reading research to improve teaching and learning. <p><i>(Please contact a Scholastic representative for more information about these professional development opportunities.)</i></p>
<p>9. Academic activities are aligned with the school’s curriculum in the core subject areas.</p>	<p>Scholastic Reading Counts! aligns with a school’s reading and language arts curriculum. Quizzes and books are available for basal reading textbook series. Teachers may author quizzes to be used with textbook chapters, newspaper articles, and other instructional materials in all subjects, as well as to be used as a review of material prior to a subject area test.</p> <p>Reading Counts! quizzes encourage students to think about literary elements, such as characterization, setting, plot, and perspective. Students read from a variety of genres, including science fiction, biography, historical fiction, mystery, drama, and poetry.</p> <p>Because Reading Counts! motivates children to read, it supports their skills development in fluency, vocabulary, and comprehension.</p> <p>Extension activities naturally stem from the Reading Counts! program:</p> <ul style="list-style-type: none"> ▪ Book discussions and reading groups provide students with practice in listening and speaking. ▪ Students increase their writing skills by writing about the books they have read. ▪ By reading nonfiction books in an area they are studying, students improve their researching skills.

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

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.

 ***Scholastic Reading Counts!*** can enhance a language arts program by encouraging students to increase their independent reading practice. The program supports the development of fluency, vocabulary, and comprehension skills.

 ***Scholastic RED*** is a professional development solution that is grounded in research-based, validated best practices. Through facilitated online courses, teachers learn new strategies that can be immediately applied in the classroom.

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 18-22 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 delivery of services for students and parents
- Actions to promote parent 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 23.**

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.

 **, Applicants are encouraged to indicate timelines with each activity as the examples on page 23 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 page 24 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 25.**


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.**


 **Scholastic Reading Counts!** helps keep costs per pupil low. The program includes a center-wide site license that applies to an unlimited number of students on an unlimited number of computer stations.

 **Scholastic Reading Counts!** and Scholastic RED can be effectively integrated with other technology-related school or district activities that are being funded from sources other than 21st CCLC. The federal funding programs for which **Scholastic Reading Counts!** and Scholastic RED qualify include:

- Title I, Part A – Improving Basic Programs
- Title I, Part F – Comprehensive School Reform
- Title II, Part A – Improving Teacher Quality
- Title II, Part D – Enhancing Education Through Technology
- Title III – English Language Acquisition
- Title V, Part A – Innovative Programs

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 **Scholastic Reading Counts!** 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 appears on pages 26-28 of this Toolkit.**

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.
 -  **Reading Counts!** management software continually monitors student achievement and progress. Computer-generated reports include these assessment data:
 - Student progress by points earned or by the number of books or words read
 - Student reading level using Lexile[®], Guided Reading, or grade-equivalent measures
 - Student reading achievement disaggregated by individual student, reading group, class, teacher, grade level, or by all the **Reading Counts!** participants in the learning center program.
 -  Scholastic RED courses include assessment skills and strategies for working with different student populations, including special education students, ELD/ELL, and advanced learners.
- **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.
 -  **Reading Counts!** sends Parent Letters, which describe the program and list ways to encourage reading at home. Staff can share test results and progress reports with parents during conference times. Parents support reading at home by reading aloud the leveled books students choose and by promoting reading for pleasure.

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 **Scholastic Reading Counts!** 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.


 **Scholastic Reading Counts!** can help support district goals to meet language arts standards and improve reading achievement. The program offers students books from a variety of genres, including science fiction, biography, historical fiction, mystery, drama, and poetry. **Reading Counts!** motivates children to read, and therefore supports their skills development in fluency, vocabulary development, and comprehension. By taking quizzes, students also develop test-taking skills.


Educational Goal:			
Seventy-five percent of the students in the 21 st 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 	21 st 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.

 **Reading Counts!** offers educators on-site, hands-on software training. Scholastic assesses learning center needs, designs a customized workshop, and provides staff with the training and tools to successfully implement **Reading Counts!**. Workshop topics include how to manage, assess, and monitor student reading using the management software. Staff also learn how to integrate **Reading Counts!** across the curriculum.

 **Scholastic Reading Counts!** training provides staff with strategies on how to use the program to help all students develop critical reading skills, including students who are below-level readers and those who are acquiring English.

 Scholastic RED provides facilitated online courses and in-person workshops to help staff apply scientifically based reading research to improve teaching and learning.


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.


Objective (Performance Target)	Positions Responsible	Timeline	Effectiveness Indicator
By June <YEAR>, 100% 21 st 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.

 **Scholastic Reading Counts!** supports family literacy by offering:


- Titles for older readers who are measured in the lower Lexile[®] level of reading proficiency
- Valuable progress reports that track learning gains for all family members participating in the learning center’s **Reading Counts!** program
- Data export capabilities that allow a list of the center’s available quizzes to be posted to the school’s or learning center’s web site

 Centers can include **Reading Counts!** activities in an “Open House” or “Family Reading Night.” For example, families can read books with their children, take quizzes, and share successes.

Educational Goal:			
Improve the literacy of the adult family members related to the children participating in the 21st CCLC program.			
Objective (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 21 st CCLC Staff	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.

 *The Reading Counts! management software continuously gathers data from the moment a student logs onto the computer. Staff can generate detailed progress reports, enabling teachers to identify the skills mastered and areas where improvement is needed so instruction can be modified accordingly.*

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 Spring of <YEAR> scores on the state reading assessment by 5 points.	21 st 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 21 st 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 Scholastic Reading Counts!	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 hands-on implementation training for staff delivering academic services	Program Coordinator	August <YEAR>	Number of staff completing the Scholastic Reading Counts! training
4. Enroll staff in a Scholastic RED facilitated online professional development course to help them apply scientifically based reading research in the classroom	Department Chairperson	August <YEAR>	Number of staff completing the RED course
5. Implement the Reading Counts! program	Program Staff	September <YEAR>	Number of staff using Reading Counts!
6. Administer state reading exams to students	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	Second Quarter
<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ Develop evaluation forms and processes for collecting information and data ▪ 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 activities ▪ 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 checklists to ensure project is on target
Third Quarter	Fourth Quarter
<ul style="list-style-type: none"> ▪ Complete final purchasing of grant materials ▪ File required financial and programmatic progress reports ▪ Continue professional development activities ▪ 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 	<ul style="list-style-type: none"> ▪ Conclude instructional activities ▪ Conclude parental involvement activities ▪ 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 ▪ 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 ▪ Manage programmatic grant activities/strategies ▪ Coordinate professional development activities ▪ File all programmatic reports with funding agency 	<i>List amount of time staff member will devote to each responsibility or activity</i> <u><i>Recommended 100%</i></u>
District Technology 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 ▪ Coordinate technology implementation ▪ Coordinate Instructional technology activities 	<i>List amount of time staff member will devote to each responsibility or activity</i> <u><i>Recommended 100%</i></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>
Campus Administrators: <i>List name(s) and title(s)</i>	<i>List degrees, certifications, and professional experience</i>	<ul style="list-style-type: none"> ▪ Member, Project Executive Committee ▪ Manage instructional implementation of multimedia program ▪ Coordinate professional development activities ▪ Coordinate parental involvement activities ▪ Collect and report student assessment data, formatively and summatively 	<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 it is intended to assess the outcome of the project. The 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 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?*

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.

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 schools have participated in RED professional development. Teachers, district Facilitators, and Principals report that:*
- *Scholastic RED courses helped them learn about research-based instructional and assessment 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 will continue to work with a learning center to support its staff in the use of **Scholastic Reading Counts!**, and it offers a variety of ongoing support through Scholastic RED 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.