SCHOLASTIC OFFICE OF EDUCATIONAL ASSISTANCE

Grant Assistance Toolkit

Enhancing Education Through Technology

Featuring Scholastic Reading Counts!™

With professional development from Scholastic RED™

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

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

<u>*Scholastic Reading Counts!* and *Scholastic RED* are the programs featured in this Toolkit.</u>

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 <u>only</u> 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 <u>all</u> 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.

<u>Far West</u>	<u>Northeast</u>	<u>Southeast</u>	<u>Southwest</u>	<u>Midwest</u>
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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 Reading Counts!** 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 (Ed Tech) Program*. *Ed Tech* 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 parent 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

📖 ***Scholastic Reading Counts*** *effectively integrates technology to raise student achievement and qualifies for Ed Tech formula and 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 **Scholastic Reading Counts!** alignment to 12 of these criteria, please see the chart on pages 5-11 of the Toolkit.*

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.

📖 *A 2004 study revealed that third-, fourth-, and fifth-grade students who used **Reading Counts!** scored significantly higher on the SAT-9 test in vocabulary and reading comprehension than the control group of students.*

📖 *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 materials can be implemented immediately into classroom activities.*
- *The modeling of effective strategies helped teachers apply research-based skills in their classrooms.*

Scholastic Reading Counts! Aligns to Federal Ed Tech Requirements

According to the federal guidance for the *Enhancing Education Through Technology (Ed Tech) Program*, a Local Education Agency's (LEA) technology plan must address 13 specific components in order to qualify for formula or competitive funding. The following chart details how ***Scholastic Reading Counts!™*** helps meet 12 of these required components.

Required *Ed Tech* Components	🕮 *Scholastic Reading Counts!*
1. Strategies for improving academic achievement and teacher effectiveness: A description of how the applicant will use *Ed Tech* 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.	***Scholastic Reading Counts!*** is a proven program that provides measurable independent reading practice for Grade K-12 students. Its software helps educators manage, monitor, and assess student performance. ***Reading Counts!*** offers three major 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 The ***Reading Counts!*** program provides students with practice that develops essential fluency, vocabulary, reading comprehension, and test-taking skills. These ***Scholastic Reading Counts!*** features help motivate students to read: ▪ Leveled books that give them the appropriate amount of reading challenge ▪ Immediate feedback on quiz results ▪ Personalized congratulations screens for passing quizzes ▪ Achievement certificates and other awards Teachers can customize instruction to meet student needs: ▪ Teachers are able to write their own quizzes. ▪ *Auto-Alerts!* notify them if a student is struggling. ▪ Reports track quiz results, goals reached, total words read per student, and other pertinent data that can be used to inform instruction. ▪ *Quiz Manager* helps teachers select titles to integrate the program into curricula in other subject areas. ▪ *Book Expert* allows teachers to match students to books they can read successfully with three different text leveling systems and a searchable database of hundreds of titles noted by topic areas, culture, award, series, and comprehension skill practice. *Book Expert* also provides teachers with word counts for each of these books.

Required *Ed Tech* Components	🕮 *Scholastic Reading Counts!*
2. Goals: A description of the applicant's specific goals, aligned with challenging state standards, for using advanced technology to improve student academic achievement.	***Scholastic Reading Counts!*** can help support district goals to meet language arts standards and improve reading achievement. 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. The program motivates students to read and develop skills in these areas: ▪ Fluency ▪ Comprehension ▪ Vocabulary ▪ Test-taking The use of ***Reading Counts!***, and extension activities stemming from the program, helps students meet state standards in other aspects: ▪ Students enjoy reading, read more, and become better readers. ▪ 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. ▪ Computerized reports guide instruction.
3. Steps to increase accessibility: A description of the steps the applicant will take to ensure that all students and teachers have increased access to technology.	***Scholastic Reading Counts!*** meets the needs of all learners: ▪ *Emergent readers* benefit from Beginning Readers books, Shared Reading collections, and from taking oral quizzes. ▪ *Gifted students* are challenged by appropriately leveled books. They can author quizzes for other students to take and engage in extension activities, such as literary circles. ▪ *English language learners* select high interest/intervention books and can take quizzes on audio books. Spanish books are available. Teachers can administer a Spanish and English quiz for the same book. ▪ *Struggling readers* read books targeted to their reading level, and can take quizzes on audio books. Teachers vary program settings to adjust the number of questions needed to pass a quiz and the length of the quiz. Teachers can receive sufficient training and technical support so that they can effectively use ***Reading Counts!*** The program offers many automatic features for ease of use: ▪ Management software automatically tracks every student's reading level throughout the year and over several years. ▪ *Auto-Alerts!* and instant reporting help teachers identify struggling students and make it easy to address all student needs. ▪ Educators view student records at any time to assess student progress and adjust reading instruction. ▪ Software automatically grades quizzes and monitors student performance. ▪ Networked system allows educators to share student data and allows administrators to track progress on a school-wide basis. ▪ Students can be grouped together for easy progress monitoring and customized settings.

Required *Ed Tech* Components	🕮 *Scholastic Reading Counts!*

4. Promotion of curricula and teaching strategies that integrate technology: 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.	***Scholastic Reading Counts!*** seamlessly integrates technology into curricula to increase student achievement.
	▪ Students take customized quizzes to test their understanding of books they have read. The software motivates students to read other books.
	  ○ Immediate feedback on quiz results lets students know their performance level.
	  ○ Personalized congratulations screens reward them for successfully passing a quiz.
	  ○ Students who do not pass a quiz can still succeed by revisiting the book and then taking another quiz with different questions.
	▪ Teachers can write their own quizzes for textbook chapters, newspaper articles, and other text being used in the classroom.
	▪ *Quiz Manager* helps teachers identify titles that integrate the program into other curricular areas.
	▪ More than 30 software-generated assessment reports provide student reading achievement data that help teachers identify struggling students, as well as differentiate instruction for all.
	▪ The S*oftware Manual* and software training provide teachers with strategies for successful program implementation.
	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).
	Outcomes in case studies prepared by schools using *The Electronic Bookshelf (EBS)*, 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.
	Scholastic Reading Counts! reflects research findings that have shown to improve student academic achievement. These include:
	▪ Reading achievement is positively related to the amount of time spent reading.
	▪ Vocabulary and concept knowledge are developed through extensive reading, responding to questions, and talking and writing about what is read.
	▪ 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.
	▪ Motivation is essential for maintaining students' sustained attention on reading.
	(Please contact a Scholastic Representative for complete findings in the Scholastic Reading Counts! Research and Results Report©.)
	Reading Counts! uses the Lexile Framework® for Reading, a valid, research-based text leveling system that matches readers to books at an appropriate reading level. The Lexile Framework has been successfully tested with over 500,000 students. ***Reading Counts!*** books are also categorized using the Guided Reading leveling system. Guided Reading is based on findings of *Put Reading First* (2001) and other research that stresses the importance of independent reading on the development of fluency and vocabulary.

Required *Ed Tech* Components	🕮 *Scholastic Reading Counts!*
5. Professional development: 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.	***Reading Counts!*** offers educators a variety of professional development solutions: ▪ On-Site, Hands-on Software Training, customized to a school's needs, provides staff with the training and tools to successfully implement ***Reading Counts!*** across the curriculum. Workshop topics include how to manage students' reading, assess their text comprehension, and monitor their progress using comprehensive ***Reading Counts!*** reports. ▪ Professional Papers, written by notable reading researchers, explain why students benefit from reading extensively and for pleasure, as well as the importance of matching students to appropriately leveled text. ▪ *Scholastic RED* provides facilitated online courses and in-person workshops that help teachers apply scientifically based reading research to improve teaching and learning.
6. Technology type and costs: A description of the type and costs of technology to be acquired with education technology funds, including provisions for interoperability of components.	***Scholastic Reading Counts!*** will run with a Macintosh® or PC Windows® platform. The following specifications are the network *recommended* system requirements needed to run the program. Please contact a Scholastic representative for the *minimum* technical requirements and for standalone specifications. Network server: ▪ Windows: Pentium IV-class processor, 800 MHz or higher ▪ Mac: G4 600 MHz or higher ▪ RAM: 512 MB or higher ▪ Hard disk space: 1 GB ▪ 10/100 Base-T Ethernet Card ▪ Windows 2000 or 2003 server ▪ Mac OS X version 10.3 server Student/teacher workstations: ▪ Windows: Pentium III-class processor, 800 MHz or higher ▪ Mac: G3 600 or G4 450 MHz or higher ▪ RAM: 128 MB or higher ▪ Windows hard disk space: 100 MB free (Student WS); 110 MB free (Teacher WS), 130 MB free (Shared WS) ▪ Mac hard disk space: 100 MB free (Student WS); 130 MB free (Teacher WS), 140 MB free (Shared WS) ▪ 10/100 Base-T Ethernet Card ▪ Windows XP Home or Professional ▪ Mac OS 9.2 or Mac OS X v10.3 (***Reading Counts!*** does not support Mac OS X versions earlier than v10.2.5) Peripherals: ▪ 8x CD-ROM drive ▪ 800x600 16-bit color monitor ▪ Color inkjet for the teacher workstation Note: Teachers and students must have read, write, modify, and delete access to folders that Scholastic software creates on the server and workstations. ***Reading Counts!*** does not usually work well over a WAN. Some server configurations require higher processor and memory requirements. A Macintosh standalone (workstation) version of Mac OS server cannot be used as a server even if file-sharing is enabled. ***Reading Counts!*** supports Windows-based Network Operating Systems (NOS) and Novell NetWare® 4.x or higher. *(continued)*

Required *Ed Tech* Components	🕮 *Scholastic Reading Counts!*
Technology type and costs, Continued	*Reading Counts!* software custom value pack contains: ▪ A voucher coupon for 1,020 quizzes ▪ One-time use of *MyLibrary* service that tells schools which quizzes they need to match the books in their libraries ▪ Unlimited software site license ▪ Educator's Guide with helpful tips for integrating ***Reading Counts!*** into the curriculum Please contact a Scholastic representative to discuss customizing a pack and to review associated costs.
7. Coordination with other resources: 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.	***Scholastic Reading Counts!*** can be integrated with specific technology-related school activities using Ed Tech funds and money from state, local, foundation, and other sources. The federal funding programs for which ***Reading Counts!*** meets selected criteria include: ▪ Title I, Part A – Improving Basic Programs ▪ Title I, Part B-1 – Reading First ▪ Title I, Part B-4 – Improving Literacy Through School Libraries ▪ Title IV, Part B – 21st Century Community Learning Centers ▪ Title V, Part A – Innovative Programs
8. Integration of technology with curricula and instruction: 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.	Throughout the school year, teachers have many opportunities to integrate ***Reading Counts!*** into the curricula and instruction. Fall-term activities: ▪ Organize ***Reading Counts!*** library ▪ Interview students to set reading goals and assess the appropriate reading level ▪ Administer first quiz and continue testing comprehension as students complete reading books ▪ Examine ***Scholastic Reading Counts!*** reports to check initial student progress and to monitor progress ▪ Form reading groups based on interest and reading levels ▪ Establish incentive program, if desired ▪ Intervene based on data from *Auto-Alerts* and *Alert Reports* ▪ Use *Book Expert* to identify books that tie into curriculum units ▪ Teachers write own quizzes, if desired ▪ Students respond to books orally and in writing ▪ Share progress reports with parents ▪ Throughout the semester, adjust student settings based on performance Spring-term activities: ▪ Review classroom performance and adjust program settings, if necessary ▪ Adjust student goals, reading groups, and quiz settings to meet individual student needs ▪ Use computer-generated reports to assess student progress ▪ Students continue taking ▪ Teachers print reports on student progress to share with administrators ▪ Prepare a Spring Reading List based on what students are reading, their interest and reading levels, and curriculum themes and topics ▪ Establish summer reading incentives and book lists ▪ Share progress reports with parents ▪ Post lists of the most popular books read using data from the *Read-O-Meter*

Required *Ed Tech* Components	🕮 *Scholastic Reading Counts!*
9. Innovative delivery strategies: 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.	***Scholastic Reading Counts!*** is an innovative and effective way to motivate students to read through the use of technology. ▪ Students take computerized quizzes on leveled books that they have read. ▪ Instant feedback, customized congratulations screens, and incentives based on performance motivate students to read more and develop essential skills. ▪ Students can write quizzes for books in the current quiz library or for additional books they have read. ▪ ***Reading Counts!*** quizzes have an item bank of 30 questions. When a student takes or retakes a quiz, the program randomly selects the specified number of questions (typically 10) from this bank. No two quizzes are alike. Teachers use ***Reading Counts!*** to enhance instruction: ▪ *Book Expert* helps teachers select titles to integrate the program into curricula in other subject areas. ▪ ***Reading Counts!*** quizzes can be searched by comprehension skill area, isolating titles that promote practice of essential skills. ▪ Teachers can author their own quizzes for specific skills lessons, individual chapters in a book used in class, textbook chapters, and other uses. ▪ Teachers can view word counts for every book available through ***Reading Counts!***. ▪ *MyLibrary* matches school library's automated records with database of ***Reading Counts!*** quizzes. ▪ Schools can keep teachers and parents up to date on what is available in the school's quiz library by exporting lists in HTML format and posting them on their website. ▪ *Quiz Manager* allows teachers to print out quizzes so that homebound students can participate. ▪ ***Reading Counts!*** can be installed on an unlimited number of workstations to increase accessibility to the program. Using ***Reading Counts!*** software, educators can easily monitor student reading achievement and growth. ▪ Quiz results are automatically tracked for each student. ▪ Teachers generate over 30 reports to determine student achievement and adjust instruction accordingly. ▪ Progress reports are shared with parents.
10. Parental involvement: 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.	***Reading Counts!*** provides various means for involving parents in their children's reading program. ▪ 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. ▪ Test results and progress reports are shared with parents during conference times or sent home. ▪ Parents support reading at home by reading aloud the leveled books students choose and promoting reading for pleasure. ▪ Parents can take quizzes during Open House. ▪ Students can share their successes with parents during a "Family Reading Night" or Open House. ▪ Parents can view the school's website to see what quizzes are included in the school's library. ▪ Parents can volunteer to read books aloud in the classroom.

Required *Ed Tech* Components	🕮 *Scholastic Reading Counts!*
12. Accountability measures: 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	***Scholastic Reading Counts!*** provides actionable, quantitative data that help educators evaluate student progress and raise student achievement. ▪ Student progress can be tracked by points earned or by the number of books or words read. ▪ Student progress can be evaluated by three systems: Lexile®, Guided Reading, or grade-equivalent reading levels. ▪ Students work toward quantifiable reading goals that are automatically recorded in ***Reading Counts!*** ▪ Performance is tracked through actionable reporting graphs. Teachers generate more than 30 reports that give individual and class accomplishments. Available reports include: ▪ *Award Progress Report*, which enables a teacher to determine whether a student has achieved his/her reading goal within a specified time period ▪ *Graph: Average Quiz Score*, which shows average quiz results for an individual student over a period of time ▪ *Reading Report Card,* which is a comprehensive summary of quiz results and other important information for individual students
13. Supporting resources: 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.	Available ***Reading Counts!*** resources include technology, print materials, technical services, student awards, and professional development: Technology Resources ▪ ***Scholastic Reading Counts!*** software for elementary, middle school, and high school classrooms with 35,000 quizzes ▪ School-wide site license, which applies to an unlimited number of students on an unlimited number of computer stations ▪ *MyLibrary* service, which matches a school library's book collection with current ***Reading Counts!*** quizzes ▪ Comprehensive website that provides research-based data ▪ *Book Expert* searchable database with book information organized by genre, topic, interest level, and reading level Print Resources ▪ *Educator's Guide* that contains reproducibles and describes how to use ***Reading Counts!*** effectively ▪ *Software Manual* ▪ ***Scholastic Reading Counts!*** leveled books and collections ▪ *Research and Results Report*© ▪ *Motivational Awards and Ideas* brochure, which gives proven incentive and motivation program strategies and themes Technical Support ▪ Toll-free telephone and online technical support line ▪ Online FAQs that provide solutions ▪ Downloadable program enhancements Student Rewards ▪ A variety of award and incentive items, such as ribbons and pencils, to recognize student achievement Professional Development ▪ Customized on-site, hands-on software training ▪ Professional Papers by leading reading researchers ▪ *Scholastic Red* professional development solution

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.

✎ ***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.

📖 ***Scholastic Reading Counts!*** *can enhance a language arts program by providing students with additional 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 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 and 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 **S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**imely (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 20-22 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 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 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*.

- ***Please see examples of ways to organize your activities into a Quarterly Timeline on page 24 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.***

- ***Scholastic Reading Counts!*** *offers customized, hands-on software training that equips staff to successfully implement the program and weave the technology into the curriculum. Workshop topics include how to manage students' reading, assess their text comprehension, and monitor their progress using comprehensive* ***Reading Counts!*** *reports.*

- *Facilitated, online courses from Scholastic RED provide teachers with research-based training so they can more effectively teach reading skills in the classroom. They provide:*
  - *Instant access to research and theory*
  - *Video modeling of research-based practices*
  - *Interactive simulations that allow for practice of skills and strategies*
  - *Structured feedback, collaboration, and ongoing support*
  - *Materials that can be immediately used in the classroom*

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 25.***

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.***

- 🕮 ***Scholastic Reading Counts!*** *helps a school keep costs per pupil low. The program includes a school-wide site license that applies to an unlimited number of students on an unlimited amount 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 Ed Tech. 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 III – English Language Acquisition*
  - *Title IV, Part B – 21st Century Community Learning Centers*
  - *Title V, Part A – Innovative Programs*

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 **Reading Counts!** beyond the period funded by an Ed Tech grant. To this end, Scholastic 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.	Product Evaluation focuses on measuring final outcomes against project goals, objectives, and performance targets.
▪ Site visits or administrative observations ▪ Integration surveys ▪ External evaluation of long-term impact on student achievement ▪ Professional development training completed	▪ Pre- and post-staff needs assessment surveys ▪ Evalu ation of professional development activities ▪ Standardized or benchmark tests of student achievement.

> ✎ ***A sample evaluation plan is provided on pages 26-28. 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.

  > 🕮 *The **Reading Counts!** management system monitors student achievement and progress, provides actionable data for instructional planning, and alerts teachers of struggling students.*
  > - *Student progress can be tracked by points earned or by the number of books or words read.*
  > - *Student achievement can be evaluated by three systems: Lexile®, Guided Reading, or grade-equivalent reading levels.*
  > - *Data can be evaluated by individual student, reading group, class, teacher, grade level, or by all the **Reading Counts!** participants in the school.*

- 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.

  ✎ ***At the end of the grant project period, repeat the administration of the same Technology Survey for Teachers and Administrators that was given at the beginning of the project period. Analyze the differences in responses to determine growth.***

  🕮 ***Reading Counts!*** *offers on-site, hands-on software training that is customized to a school's needs. Teachers learn how to manage student reading using the management software and how to examine computer-generated, comprehensive* ***Reading Counts!*** *reports to monitor reading growth.*

- 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 in the survey.

  🕮 ***Scholastic Reading Counts!*** *provides multiple means for involving parents and caregivers in their children's reading program.*
  - *Parent Letters describe the program and list ways to encourage reading at home.*
  - *Teachers share test results with parents during conference times or send home progress reports.*
  - *Parents support reading at home by reading aloud the leveled books students choose and promoting reading for pleasure.*

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 **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 **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 and 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.

Educational Goal:
All K-3 teachers will implement proven and effective technology-based programs that are designed to help raise student achievement in reading.

Objective (Performance Target)	Positions Responsible	Timeline	Effectiveness Indicators
Beginning in September <YEAR> all K-3 teachers will effectively integrate technology to improve reading skills by implementing the ***Scholastic Reading Counts!*** leveled reading and assessment program.	K-3 Teachers Administrators	September <YEAR> through June <YEAR>	Teachers' lesson plans Administrative observations

📖 *A recent study of third-, fourth-, and fifth-grade students revealed that those using **Scholastic Reading Counts!** scored significantly higher on the reading comprehension and vocabulary scores on the SAT-9 than did the control group.*

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.

Educational Goal:
All K-3 teachers and administrators will receive online professional development to expand their understanding of how to use technology and research-based teaching strategies to teach reading.

Objective (Performance Target)	Positions Responsible	Timeline	Effectiveness Indicators
By June of <YEAR>, all K-3 teachers and administrators will have completed at least six hours of online professional development courses that focus on using technology to apply research-based methods and strategies in the teaching of reading.	K-3 Teachers Administrators	June <YEAR>	Number of K-3 Teachers and Administrators completing six hours of professional development courses Types and levels of professional development courses.

School-to-Home Connection

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

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 Indicators
For the <YEAR> academic year, teachers will share results of benchmark reports and classroom activities with parents to communicate students' progress, strengths, weaknesses, and suggest ways to build reading skills at home.	K-3 Teachers	September <YEAR> through June <YEAR>	Quarterly Benchmark Reports Technology-based Student Assessment Reports

📖 *Teachers can share results from **Reading Counts!** quizzes and progress reports with parents during conferences.*

Assessment/Evaluation

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

Educational Goal:
All K-3 teachers will continually collect and use meaningful information to measure students' academic progress and inform instruction.

Objectives (Performance Targets)	Positions Responsible	Timeline	Effectiveness Indicators
For the <YEAR> academic year, all K-3 teachers will use quarterly benchmark assessments as diagnostic, progress monitoring, and evaluative tools to assess student progress.	K-3 Teachers	September <YEAR> through June <YEAR>	Type of assessment instrument and schedule of testing dates
By Spring of <YEAR>, 80% of students involved in the technology-based reading intervention program will raise their scores on the state reading assessment by five points.	K-3 Teachers Administrators	Spring <YEAR>	Number of points gained in reading on state achievement assessment

📖 ***Reading Counts!** provides actionable, quantitative data that help educators evaluate students' progress. Teachers can generate more than 30 reports that give individual and class accomplishments.*

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.***

Instructional Design/Content

Goal:
All K-3 teachers will integrate advanced multimedia applications into curricula and instruction and apply scientifically research-based materials, methods, and strategies to teach reading.

Objective: (Performance Target)
During the <YEAR> academic year, all K-3 teachers will use the *Scholastic Reading Counts!* leveled reading comprehension and assessment program to increase student achievement in reading.

Specific Activities	Positions Responsible	Timeline	Effectiveness Indicators
1. Purchase and implement the *Scholastic Reading Counts!* program	Campus Technology Leaders	Fall <YEAR>	Purchase orders
2. Disaggregate student assessment data, such as state achievement tests, to determine specific instructional needs and clear benchmarks for students.	K-3 Teachers Administrators	Fall <YEAR>	Student results of state assessments
3. Monitor student progress by using the *Reading Counts!* management software	K-3 Teachers Administrators	Academic Year <YEAR>	*Reading Counts!* management system and student reports District benchmark assessments
4. Based upon progress monitoring assessments, modify instruction to provide skill reinforcement in specific areas.	K-3 Teachers	Academic Year <YEAR>	Teacher lesson plans
5. Provide students with both fiction and nonfiction trade books in multiple genres to be read independently at school and home.	K-3 Teachers	Academic Year <YEAR>	Classroom library records At-home reading log

Sample Quarterly Timeline

This timeline includes generalized activities that occur quarterly. It is not intended to reflect a specific grant project. Applicants are encouraged to organize their specific grant activities into a similar quarterly timeline. Specific months are not included because grant calendars often fluctuate 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	Second 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	▪ 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 technology activities ▪ 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 checklists to ensure project is on target
Third Quarter	**Fourth Quarter**
▪ Complete final purchasing of grant materials ▪ File required financial and programmatic progress reports ▪ Continue professional development activities ▪ 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	▪ Conclude instructional technology 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: *List name and title*	*List degrees, certifications, and professional experience*	▪ Chair, Project Executive Committee ▪ Supervise grant goals, objectives, and strategies ▪ Coordinate evaluation strategies ▪ Ensure dissemination of information to the parents and public	*List amount of time staff member will devote to each responsibility or activity*
Project Director: *List name and title*	*List degrees, certifications, and professional experience*	▪ Member, Project Executive Committee ▪ Manage programmatic grant activities/strategies ▪ Coordinate professional development activities ▪ File all programmatic reports with funding agency	*List amount of time staff member will devote to each responsibility or activity* *Recommended 100%*
District Technology Coordinator: *List name and title*	*List degrees, certifications, and professional experience*	▪ Member, Project Executive Committee ▪ Coordinate technology implementation ▪ Coordinate Instructional technology activities	*List amount of time staff member will devote to each responsibility or activity* *Recommended 100%*
Financial Coordinator: *List name and title*	*List degrees, certifications, and professional experience*	▪ Member, Project Executive Committee ▪ Manage financial activities of grant program ▪ Coordinate purchasing for grant activities ▪ File all financial reports with funding agency	*List amount of time staff member will devote to each responsibility or activity*
Campus Administrators: *List name(s) and title(s)*	*List degrees, certifications, and professional experience*	▪ 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	*List amount of time staff member will devote to each responsibility or activity*

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 the reading achievement of all (*grade level*) students. *(District Name)* and (*Name of external evaluator)* will conduct the final evaluation of *(Project Name.)* The Project Director will collect information, gather the data, and provide the progress reports throughout the project period to *(Name of funding agency)* as per the grant requirements.

The evaluation design includes both process and product evaluation. 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.

Questions to be answered in this evaluation include the following:

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

Product Evaluation

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 will focus on:

- *Improvement in outcomes for students' language, cognitive, and reading skills*
- *Improvement in teacher knowledge and abilities to integrate technology into the curriculum*
- *Improvement in students' and teachers' use of technology*

The following product evaluative data will be collected:

Benchmark Tests to measure student achievement

- ***Specify the methods and instruments the proposed project will use to evaluate the achievement of each of the proposed project goals.***

- ***Include assessments that measure students' reading achievement and technology skills, as applicable to your specific goals and objectives.***

Student Work Samples

- ***Specify how and when these samples will be collected.***

Evaluation of Professional Development

- ***In addition to teachers' evaluation of the professional development, applicants are encouraged to use lesson plans or administrative walk-though forms as a means to evaluate the effectiveness of professional development.***

End-of-Project Survey

- ***An end-of-project survey distributed to all parents of targeted students can be used to provide the opportunity for parents to evaluate the effectiveness of the program for their children.***

Process Evaluation

Process evaluation will gather information about how successfully the strategies of the project were implemented as planned, and assess their impact on the target populations. Process evaluation data 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. The process evaluative data will focus on:

- *Improvement in student academic achievement*
- *Improvement in teacher instruction and planning*

The following process evaluative data will be collected:

School/District Records

- ***The Project Evaluator can track project objectives through quantitative data such as purchase orders, numbers of students/teachers served, and inventory records.***

Project Meetings

- ***Specify how often the Project Executive Committee will meet and on what the meetings will focus.***

Classroom Observations

- ***Administrators can visit classrooms randomly to acquire information on how teachers have adapted the program to student needs. Evaluative information can be drawn from observations of classroom applications, in the form of administrative walk-through forms.***

Anecdotal Records

- ***To address the "So what?" question, anecdotal records from students and teachers can be collected. The following questions should be addressed:***

  - ***How has the program advanced the technology literacy of the targeted population?***
  - ***How has the project improved the instructional program for teaching reading?***

Final Evaluative Report

The Project Director and External Evaluator will use the data gathered in the product and process evaluation activities to prepare and present an annual Project Summary Report, to be shared with the local Board of Trustees and *(Funding Agency)*. The product and process evaluative data will be analyzed in the final report to answer the following questions:

- *What improvements has the project made in student achievement in reading?*
- *To what extent, by (Date), do all teachers have increased knowledge, skills, and instructional methodologies in the literacy and technology development of students?*

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.