

Grant Assistance Toolkit
21st Century Community Learning Centers
Featuring *After the Bell Reading*™

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 ***After the Bell Reading***. The Toolkit provides key information in these areas:

- Funding program information
- Alignment of ***After the Bell Reading*** to grant requirements
- Grant writing support

***After the Bell Reading* is the program featured in this Toolkit.**

After the Bell Reading is a single, effective solution for meeting the needs and goals of children and instructors in an after-school environment. Learning centers can customize the program to accommodate instructor capabilities and sessions of varying lengths. Research-based, the program provides direct instruction, independent practice, and assessment of essential reading skills as identified in the *No Child Left Behind Act of 2001*. High-interest, leveled materials engage and motivate students while they build skills. At each grade level, ***After the Bell Reading*** combines several* of these carefully selected, high-quality Scholastic materials, which are designed to increase students' reading achievement:

- Scholastic Phonics Readers™
- Fluency Formula™
- Fluency Formula Assessment System
- Scholastic Reading Inventory™
- Scholastic Sprint Reading™
- Project Achievement: Reading™

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 ***After the Bell Reading*** 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.

* ***After the Bell Reading*** is sold individually for each grade level. Not all of the components mentioned in this Toolkit are available for every grade. Please refer to the charts on pages 5 and 6 for the configuration of each ***After the Bell Reading*** grade-level program and for the available add-on, optional materials.

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.

California
800-342-5331

Northeast
800-878-8398

Southeast
800-221-5312

Southwest
800-221-5312

West/Midwest
800-225-4625



CONTENTS

Funding Program Overview: 21st Century Community Learning Centers..... 3
 Goal of 21st Century Community Learning Centers 3
 Allocation of Funds 3
 Acceptable Use of Funds 3
 Eligibility 4
 Required Project Components 4


After the Bell Reading Aligns to Key 21st CCLC Requirements 5

Customize Your Competitive Grant 18
 1. Summary or Abstract 18
 2. Needs Assessment 19
 3. Educational Goals and Objectives 20
 4. Activities and Timeline 21
 5. Project Management 21
 6. Resource Management 22
 7. Sustainability 22
 8. Assessment and Evaluation 23
 9. Budget 24
 10. Appendix 24


Grant Writing Tools and Tips.....25
 Helpful Hints..... 25
 Sample Goals, Objectives, and Effectiveness Indicators 26
 Sample Activities..... 31
 Sample Quarterly Timeline..... 32
 Sample Staffing Chart of Key Project Members..... 34
 Sample Evaluation Plan 35

About Scholastic Inc. 38

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 **After the Bell Reading** features.*

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

Funding Program Overview: 21st Century Community Learning Centers

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

<http://www.ed.gov/programs/21stcclc/guidance2003.pdf>

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 parental 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

21st CCLC Grant Assistance Toolkit

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
- Nonprofit 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

 ***After the Bell Reading*** can help an organization provide a program that addresses each of the above 21st CCLC requirements.

Accountability

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

After the Bell Reading Aligns to Key 21st CCLC Requirements




Scholastic **After the Bell Reading** provides an effective, single solution tailored to the needs and goals of after-school students and instructors. The program both complements and reinforces school-day learning through direct instruction and practice in the essential reading skills identified by the *No Child Left Behind Act*. **After the Bell Reading** accommodates sessions of varying length, fits the skills and capabilities of after-school instructors, requires minimal instructor preparation, and provides guidelines for using the program.

The high-interest, age-appropriate materials in **After the Bell Reading** motivate students to participate in skill-building and enrichment activities in any extended-learning setting. Children with differing abilities benefit from the program’s sound-controlled readers, leveled literature, and engaging activities. In addition, assessment tools provide actionable data that guide instruction and monitor students’ progress. Optional, add-on materials provide extra support in the key areas of Independent Practice, Technology, Home Involvement, and Professional Development.

After the Bell Reading consists of a carefully selected combination of research-based Scholastic materials that successfully increase students’ reading achievement. The chart below shows which programs combine in the most effective mix for each grade.




Programs*	Grades 1,2	Grades 3,4,5	Grades 6,7,8
Scholastic Phonics Readers™			
Fluency Formula™			
Fluency Formula Assessment System			
Scholastic Reading Inventory (SRI)™			
Scholastic Sprint Reading™			
Project Achievement: Reading™			

http://teacher.scholastic.com/products/product_info/After_the_Bell_web.pdf

-  *Scholastic Phonics Readers (Grades 1,2) offer opportunities for early reading success through independent, sound-controlled reading materials, systematic phonics instruction, and assessments that evaluate students’ developing phonemic awareness and phonics skills.*
-  *Fluency Formula (Grades 1,2,3,4,5) provides strategic modeling of fluent reading, daily fluency skill instruction, and opportunities for independent practice.*
-  *Fluency Formula Assessment System (Grades 1,2,3,4,5) accurately measures students’ fluency to ensure all students attain the fluency levels necessary to comprehend grade-level text.*

***After the Bell Reading** is sold individually for each grade level. Not all of the programs mentioned are available for every grade. Please note that the chart is shaded to indicate which specific products are available for which grades.

21st CCLC Grant Assistance Toolkit

-  *Scholastic Reading Inventory (Grades 3,4,5,6,7,8), a print-based assessment tool, uses results of pre- and post-tests to accurately determine a student's reading ability, track progress over time, match students to books they can read successfully, and help guide instruction.*
-  *Scholastic Sprint Reading (Grades 3,4,5,6,7,8) matches students with books they can read successfully and provides direct instruction in skills and strategies they can use to become better readers and writers.*
-  *Project Achievement: Reading (Grades 6,7,8) provides systematic instruction and practice developed around nonfiction, fiction, and poetry selections, and emphasizes skills needed for standardized test taking.*

After the Bell Reading offers optional, add-on materials for each grade level that provide extra support in these key areas:


- *Independent practice*—Resources for independent practice enable students to work at their own pace regardless of the after-school program's duration.
- *Technology*—Software engages students and provides interactive, research-based support and practice with essential reading skills.
- *Home involvement*—Magazines motivate students to continue reading outside of school and involve children's families in their after-school experience.
- *Professional development*—Online resources and professional books ensure that after-school instructors have access to proven strategies and practical techniques to improve students' reading comprehension.

Add-On Programs *	Grades 1,2	Grades 3,4,5	Grades 6,7,8
Independent Practice			
Scholastic Phonics Workbooks			
Scholastic Reading Skills Kit			
Scholastic Action™ Book Collections			
Technology			
WiggleWorks®			
Reading for Meaning™			
Thinking Reader™			
Home Involvement			
Scholastic News™			
Scholastic News en español®			
Storyworks®			
Scholastic Action®			
Scholastic Scope™			
Professional Development			
Scholastic Professional Books			
Scholastic Red™			

 For more information about **After the Bell Reading** and the optional add-on materials, please contact your Scholastic representative.


* **After the Bell Reading** is sold individually for each grade level. Not all of the programs mentioned are available for every grade. Please note that the chart is shaded to indicate which specific products are available for which grades.

21st CCLC Grant Assistance Toolkit

Key Criteria for 21 st CCLC Programs	 After the Bell Reading	Grade-Level Programs*
<p>Activities that provide remedial education and academic enrichment, Continued</p>	<ul style="list-style-type: none"> • Scholastic Sprint Reading <ul style="list-style-type: none"> ○ Students build comprehension, vocabulary, phonics, fluency, phonemic awareness, and writing skills through teacher-led routines and independent practice. ○ Children read high-interest, age-appropriate fiction and nonfiction books. Students experience success by reading appropriately challenging text, leveled by the Lexile Framework[®] for Reading. • Scholastic Reading Inventory (SRI) <ul style="list-style-type: none"> ○ A print-based assessment tool, <i>SRI</i> accurately measures student’s reading ability. ○ Students are matched to books they can read successfully. ○ Provided in two alternative forms for pre- and post-testing, <i>SRI</i> monitors students’ progress and informs instruction. ○ Students practice test-taking skills as they take the assessments. • Project Achievement: Reading <ul style="list-style-type: none"> ○ Students develop comprehension, vocabulary, study skills, and test-taking skills to become better readers and test-takers. ○ Instruction and practice in each lesson revolve around a nonfiction, fiction, or poetry selection within the reading range of students. ○ Reading difficulty and the complexity of the selections increase as the students progress through the program, building skills and confidence. <p>In addition, After the Bell Reading offers these optional materials for independent practice:</p> <ul style="list-style-type: none"> • WiggleWorks, an interactive, leveled reading program, provides students with a range of activities that integrate reading, writing, and language support. Instructors are able to customize the software and the instruction to meet each student’s individual needs. <p style="text-align: right;"><i>(continued)</i></p>	<p>Grades 3,4,5,6,7,8</p> <p>Grades 3,4,5,6,7,8</p> <p>Grades 6,7,8</p> <p>Add-on components for:</p> <p>Grades 1,2</p>


***After the Bell Reading** is sold individually for each grade level. Not all of the program’s components mentioned in this alignment chart are available for every grade. Please refer to the third column of this chart for the applicable grade levels for each component.

21st CCLC Grant Assistance Toolkit

Key Criteria for 21 st CCLC Programs	 After the Bell Reading	Grade-Level Programs*
Activities that provide remedial education and academic enrichment, Continued	<ul style="list-style-type: none"> • <i>Scholastic Phonics Workbooks</i> contain purposeful, playful word-building and blending activities and a handwriting program. • Children using the <i>Reading for Meaning</i> software read multi-genre literature excerpts at three different reading levels and develop critical comprehension skills in five key areas: main idea, inference, sequence, compare/contrast, and cause/effect. • <i>Scholastic Reading Skills Kit</i> helps children build critical language arts skills through high-interest selections and exercises. • <i>Thinking Reader</i>, a computer-based program, helps struggling and special needs students to build comprehension skills. After students read a passage in the program, they practice skills with computer support. • <i>Scholastic Action Book Collections</i> offer independent, leveled reading practice with built-in skills activities to increase comprehension and language acquisition. 	<p>Grades 1,2</p> <p>Grades 3,4,5</p> <p>Grades 3,4,5</p> <p>Grades 6,7,8</p> <p>Grades 6,7,8</p>
2. Activities for limited English proficient students that emphasize language skills and academic achievement	<p>After the Bell Reading provides students who are acquiring English with targeted instruction, relevant practice, and meaningful activities designed to increase their reading achievement.</p> <ul style="list-style-type: none"> • Limited English proficient students using <i>Scholastic Phonics Readers</i> benefit from explicit and systematic phonics instruction; strong visual clues provided in the book illustrations; and the slow, steady introduction of new vocabulary. • <i>Fluency Formula</i> provides ESL students with valuable fluency instruction and practice. <ul style="list-style-type: none"> ○ Students read high-interest books silently and aloud, as well as listen to modeled fluent reading. ○ Each lesson contains strategies to help English Language Learners increase their accuracy, prosody, and speed. <p style="text-align: right;"><i>(continued)</i></p>	<p>Grades 1,2,3,4,5,6,7,8</p> <p>Grades 1,2</p> <p>Grades 1,2,3,4,5</p>


**After the Bell Reading* is sold individually for each grade level. Not all of the program's components mentioned in this alignment chart are available for every grade. Please refer to the third column of this chart for the applicable grade levels for each component.

21st CCLC Grant Assistance Toolkit

Key Criteria for 21 st CCLC Programs	 After the Bell Reading	Grade-Level Programs*
Activities for limited English proficient students, Continued	<ul style="list-style-type: none"> • The <i>Sprint</i> Teacher’s Guide provides detailed support strategies to use with English Language Learners, including: <ul style="list-style-type: none"> ○ Strategies for helping ELL students increase their high-frequency vocabulary ○ Ideas for multi-sensory teaching approaches and using idioms ○ Book-related activities that help ELL students develop academic, oral, culturally appropriate, and social language • Because <i>SRI</i> measures students’ reading levels and matches them to appropriate text, limited English proficient students read with success and increase their achievement. The program provides students with a take-home booklist of recommended titles within each reading level. • <i>Project Achievement: Reading</i> contains books that are written on different reading levels, but with the same skills content. Instructors customize the program to accommodate students’ varying abilities. <p>In addition, After the Bell Reading offers this optional classroom magazine for independent and/or take-home practice:</p> <ul style="list-style-type: none"> • <i>Scholastic News en español</i> gives early-elementary children an opportunity to maintain and develop literacy skills while learning English. 	<p>Grades 3,4,5,6,7,8</p> <p>Grades 3,4,5,6,7,8</p> <p>Grades 6,7,8</p> <p>Add-on component for:</p> <p>Grades 1,2</p>
3. Activities involving telecommunications and technology education programs	<p>After the Bell Reading includes audio-assisted reading instruction built into each <i>Fluency Formula</i> lesson. Students listen to narrators on audio CDs model fluent reading at “Practice Read” and “Expert Read” speeds.</p> <p>In addition, these optional software programs complement After the Bell Reading:</p> <ul style="list-style-type: none"> • Through the <i>WiggleWorks</i> software, students hear books read aloud by professional narrators, record themselves reading the stories, rewrite stories and change illustrations, and explore phonetic patterns and structures of words. • Using the <i>Reading for Meaning</i> software, children read leveled literature excerpts, and learn and practice critical comprehension skills. <p style="text-align: right;"><i>(continued)</i></p>	<p>Grades 1,2,3,4,5</p> <p>Add-on components for:</p> <p>Grades 1,2</p> <p>Grades 3,4,5</p>


***After the Bell Reading** is sold individually for each grade level. Not all of the program’s components mentioned in this alignment chart are available for every grade. Please refer to the third column of this chart for the applicable grade levels for each component.

21st CCLC Grant Assistance Toolkit

Key Criteria for 21 st CCLC Programs	 After the Bell Reading	Grade-Level Programs*
Activities involving telecommunications and technology education programs, Continued	<ul style="list-style-type: none"> The computer-based <i>Thinking Reader</i> program effectively helps students build and strengthen seven proven reading comprehension strategies. It presents the text of award-winning, grade-level literature in a highly motivating and supportive environment. Embedded prompts, hints, model answers, and instant feedback allow for individualized instruction. 	Grades 6,7,8
4. Activities to promote parental involvement and family literacy	<p>After the Bell Reading encourages students to share their reading experiences with their families and to make reading at home part of their learning process. The program provides family members with a variety of engaging take-home materials, ideas for activities, and other effective ways to support their child’s reading development. During conferences, instructors discuss with caregivers their child’s program participation and progress. Also:</p> <ul style="list-style-type: none"> Each <i>Phonics Reader</i> has an associated black-and-white version that students bring home to share with their families. Parents receive a letter that explains the take-home books’ purpose and suggestions for their use. <i>Fluency Formula</i> provides specific “At-Home Practice” book-related suggestions that help students build fluency. Students can bring home and read Leveled Passage Reproducibles. Each Teaching Plan for <i>Scholastic Sprint Reading</i> provides suggestions for activities that students can do with family members, such as book-related discussions. <i>SRI</i> provides a reproducible “School-to-Home Letter,” available in Spanish and English, which describes the program and introduces a take-home booklist of recommended, leveled titles. <p>After the Bell Reading offers these optional materials to extend learning through home reading:</p> <ul style="list-style-type: none"> <i>Scholastic News</i> provides age-appropriate news stories on current events, science news, and children’s interests. <p style="text-align: right;">(continued)</p>	<p>Grades 1,2,3,4,5,6,7,8</p> <p>Grades 1,2</p> <p>Grades 1,2,3,4,5</p> <p>Grades 3,4,5,6,7,8</p> <p>Grades 3,4,5,6,7,8</p> <p>Add-on components for:</p> <p>Grades 1,2</p>


***After the Bell Reading** is sold individually for each grade level. Not all of the program’s components mentioned in this alignment chart are available for every grade. Please refer to the third column of this chart for the applicable grade levels for each component.

21st CCLC Grant Assistance Toolkit

Key Criteria for 21 st CCLC Programs	 After the Bell Reading	Grade-Level Programs*
Activities to promote parental involvement and family literacy, Continued	<ul style="list-style-type: none"> • <i>Scholastic News en español</i> gives early-elementary children an opportunity to maintain and develop literacy skills while learning English. • <i>Storyworks Magazine</i> is a language arts magazine that contains high-interest, multicultural selections of original fiction, nonfiction, poetry, and read-aloud plays. • <i>Scholastic Scope</i> provides award-winning literature, writing activities, and test preparation lessons. • <i>Scholastic Action</i> motivates students to read at home with regular features that reinforce important language arts skills. 	<p>Grades 1,2</p> <p>Grades 3,4,5</p> <p>Grades 6,7,8</p> <p>Grades 6,7,8</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>After the Bell Reading motivates students who have been disconnected from school to continue developing their reading skills.</p> <ul style="list-style-type: none"> • Direct, systematic instruction gives them the tools they need to become good readers. • Extra skills support and scaffolding help students achieve mastery. • Frequent skills practice hones their reading and writing abilities. • Leveled books give them a successful reading experience. • Students enjoy reading the high-interest, age-appropriate books, which include: <ul style="list-style-type: none"> ○ Fiction by award-winning authors ○ Recent titles from popular series ○ Intriguing, content-area nonfiction ○ Biographies of famous and inspirational people • Instructors use assessment results to effectively differentiate instruction and assist struggling students in improving their reading confidence and achievement. 	<p>Grades 1,2,3,4,5,6,7,8</p>


**After the Bell Reading* is sold individually for each grade level. Not all of the program's components mentioned in this alignment chart are available for every grade. Please refer to the third column of this chart for the applicable grade levels for each component.

21st CCLC Grant Assistance Toolkit

Key Criteria for 21 st CCLC Programs	 <i>After the Bell Reading</i>	Grade-Level Programs*
<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>Key findings of scientifically based reading research inform <i>After the Bell Reading</i>. The program addresses the development of phonemic awareness, phonics, fluency, vocabulary, and comprehension skills, which research indicates are crucial to reading success. The <i>After the Bell Reading</i> research base includes the following:</p> <ul style="list-style-type: none"> • <u>Phonemic awareness</u> instruction helps children to read, spell, and comprehend text. (<i>Put Reading First, 2001</i>) <p>In addition to teaching phonemic awareness skills with letters, it is important for the teacher to help children make the connection between the skills taught and their application to reading and writing tasks. (<i>National Reading Panel, 2000</i>)</p> <ul style="list-style-type: none"> • <u>Phonics</u> instruction aids in the development of word recognition by providing children with an important and useful way to figure out unfamiliar words while reading. (<i>Blevins, 1998</i>) <p>Reading words accurately and automatically enables children to focus on the meaning of text. (<i>Put Reading First, 2001</i>)</p> <ul style="list-style-type: none"> • <u>Fluency</u> develops as a result of many opportunities to practice reading with a high degree of success. (<i>Put Reading First, 2001</i>) <p>Independent reading is a major source of reading fluency. (<i>Allington, 2001</i>)</p> <ul style="list-style-type: none"> • <u>Vocabulary</u> growth is heavily influenced by the amounts and variety of materials read. (<i>Snow, Burns & Griffin, 1998</i>) • <u>Text comprehension</u> can be improved by instruction that helps readers use specific comprehension strategies. (<i>Put Reading First, 2001</i>) <p>The data suggests that text comprehension is enhanced when readers actively relate the ideas represented in print to their own knowledge and experiences and construct mental representation in memory. (<i>National Reading Panel, 2000</i>)</p>	<p>Grades 1,2,3,4,5,6,7,8</p>


**After the Bell Reading* is sold individually for each grade level. Not all of the program's components mentioned in this alignment chart are available for every grade. Please refer to the third column of this chart for the applicable grade levels for each component.

21st CCLC Grant Assistance Toolkit

Key Criteria for 21 st CCLC Programs	 <i>After the Bell Reading</i>	Grade-Level Programs*
Principles of Effectiveness, Continued	<p><i>After the Bell Reading</i> is aligned with the National Standards for the English Language Arts as set forth by the National Council of Teachers of English and the International Reading Association. Standards that the program meets include:</p> <ul style="list-style-type: none"> • Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). • Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of reasons. • Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. • Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. • Students whose first language is not English make use of their first language to develop competency in the English-Language Arts and to develop understanding of content across the curriculum. <p>The Florida Center for Reading Research determined that the content of <i>After the Bell Reading's</i> optional <i>Scholastic Red</i> professional development course, <i>Putting Reading First in Your Classroom</i>, is "consistent with current reading research."</p>	<p>Grades 1,2,3,4,5,6,7,8</p> <p>Add-on component for: Grades K-2</p>


**After the Bell Reading* is sold individually for each grade level. Not all of the program's components mentioned in this alignment chart are available for every grade. Please refer to the third column of this chart for the applicable grade levels for each component.

21st CCLC Grant Assistance Toolkit

Key Criteria for 21 st CCLC Programs	 After the Bell Reading	Grade-Level Programs*
<p>7. The eligible entity has experience or promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students.</p>	<p>Scholastic has an 83-year history of helping foster and support effective learning for all students. The company works with leading researchers to develop scientifically based products that produce significant results in student achievement. Scholastic is committed to providing learning center staff with effective materials for reading and writing instruction to ensure that students develop the skills and strategies needed to succeed in school. As students experience reading success, they also develop a more positive attitude toward learning.</p>	<p>Grades 1,2,3,4,5,6,7,8</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>After the Bell Reading offers optional ongoing professional development through <i>Scholastic Red</i>. Facilitated, online reading courses with on-site workshops include:</p> <ul style="list-style-type: none"> • Putting Reading First in Your Classroom • Building Fluency • Making Guided Reading Work in Your Classroom • Building Decoding Skills and Strategies • Improving Reading Comprehension • Improving Fluency • Improving Decoding Skills and Strategies • Middle School Literacy: Improving Text Comprehension <p>These professional development courses provide:</p> <ul style="list-style-type: none"> • 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 • Hundreds of materials that can be immediately used in the classroom <p>In addition, After the Bell Reading is supported by a line of optional professional books that give after-school instructors access to proven strategies and practical techniques to improve students' reading comprehension. These include:</p> <ul style="list-style-type: none"> • Reading and Writing Informational Text in the Primary Grades, by Nell K. Duke, Ed.D., and V. Susan Bennett-Armistead <p style="text-align: right;"><i>(continued)</i></p>	<p>Add-on components for:</p> <p>Grades 1-2 Grades 1-2 Grades 1-6 Grades 3-5 Grades 3-5 Grades 3-5 Grades 6-8 Grades 6-8</p> <p>Add-on Components for:</p> <p>Grades 1,2</p>


***After the Bell Reading** is sold individually for each grade level. Not all of the program's components mentioned in this alignment chart are available for every grade. Please refer to the third column of this chart for the applicable grade levels for each component.

21st CCLC Grant Assistance Toolkit

Key Criteria for 21 st CCLC Programs	 After the Bell Reading	Grade-Level Programs*
Training, Continued	<ul style="list-style-type: none"> Teaching Phonics and Word Study in the Intermediate Grades: A Complete Sourcebook, by Wiley Blevins Teaching Reading in Middle School: A Strategic Approach to Teaching Reading That Improves Comprehension and Thinking, by Laura Ross 	<p>Grades 3,4,5</p> <p>Grades 6,7,8</p>
9. Academic activities are aligned with the school's curriculum in the core subject areas.	<p>After the Bell Reading instruction aligns with a school's reading and language arts curriculum in writing and all five essential elements of reading identified by the <i>No Child Left Behind Act</i>.</p> <ul style="list-style-type: none"> Phonemic Awareness Phonics Vocabulary Fluency Comprehension <p>Nonfiction books in the program provide content-area learning that supports social studies, science, and other curricula. Fiction books introduce students to a variety of literary genres.</p>	Grades 1,2,3,4,5,6,7,8
10. Program was developed and will be carried out in active collaboration with the schools the students attend.	Learning centers can easily collaborate with a school district to customize the implementation of After the Bell Reading . Information on students' reading levels and academic needs can be shared to help staff effectively differentiate instruction.	Grades 1,2,3,4,5,6,7,8
11. The program includes a plan for how the community learning center will continue after funding under this part ends.	<p>Scholastic is committed to ensuring the sustainability of After the Bell Reading beyond the period funded by a 21st CCLC grant. To this end, Scholastic can work with a learning center to train staff in the use of effective, research-based instructional methods and offers a variety of ongoing support to ensure the continued development of the skills and strategies students need to succeed in school.</p> <p>After the Bell Reading effectively integrates with other educational activities that are being funded from sources other than 21st CCLC. The federal funding programs for which After the Bell Reading qualifies include:</p> <ul style="list-style-type: none"> Title I, Part A: Improving Basic Programs Title I: Supplemental Educational Services Title III: English Language Acquisition Title V: Innovative Programs GEAR UP 	<p>Grades 1,2,3,4,5,6,7,8</p> <p>Grades 1,2,3,4,5,6,7,8 1,2,3,4,5,6,7,8 1,2,3,4,5,6,7,8 1,2,3,4,5,6,7,8 7,8</p>

***After the Bell Reading** is sold individually for each grade level. Not all of the program's components mentioned in this alignment chart are available for every grade. Please refer to the third column of this chart for the applicable grade levels for each component.


21st CCLC Grant Assistance Toolkit

Key Criteria for 21 st CCLC Programs	 After the Bell Reading	Grade-Level Programs*
<p>12. The program or activity shall undergo a periodic evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment.</p>	<p>After the Bell Reading assessment materials provide actionable data that learning centers use to evaluate student growth in reading achievement.</p> <ul style="list-style-type: none"> • Scholastic Phonics Readers <ul style="list-style-type: none"> ○ Staff administers three cumulative assessments after every 12 readers. ○ Staff uses results to evaluate students' developing phonemic awareness and phonics skills. • Fluency Formula Assessment System <ul style="list-style-type: none"> ○ The Oral Reading Fluency Assessment accurately measures students' fluency and reports results in words read correctly per minute (WCPM). ○ Instructors administer the assessment at the beginning, middle, and end of the year. ○ Staff compares students' WCPM scores to the Oral Reading Fluency Norm Chart to determine whether students are reading below, on, or above grade level. ○ Staff can use oral fluency scores to predict reading comprehension scores, including scores on reading portions of standardized tests. • Scholastic Reading Inventory <ul style="list-style-type: none"> ○ SRI, a paper reading comprehension assessment tool, provides a Lexile® measure, norm-referenced data, and criterion-referenced data for each student. ○ Instructors administer alternative forms for pre- and post-testing to monitor progress. • Scholastic Sprint Reading <ul style="list-style-type: none"> ○ Instructors periodically administer Placement Tests to monitor students' knowledge of vocabulary and their text comprehension. • Project Achievement: Reading <ul style="list-style-type: none"> ○ Students take three cumulative tests that measure reading comprehension, vocabulary, and study skills. ○ Test directions are worded like the directions on major achievement tests in order to give students more experience with achievement test situations. 	<p>Grades 1,2,3,4,5,6,7,8</p> <p>Grades 1,2</p> <p>Grades 1,2,3,4,5</p> <p>Grades 3,4,5,6,7,8</p> <p>Grades 3,4,5,6,7,8</p> <p>Grades 6,7,8</p>

***After the Bell Reading** is sold individually for each grade level. Not all of the program's components mentioned in this alignment chart are available for every grade. Please refer to the third column of this chart for the applicable grade levels for each component.

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

 ***After the Bell Reading's Scholastic Reading Inventory (Grades 3,4,5,6,7,8) and Fluency Formula Assessment System (Grades 1,2,3,4,5) can be used for identifying student needs, setting performance targets, and assessing project effectiveness at the end of the grant period.***

 **Step Two: Review the Data**

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

 **Step Three: Determine Needs Based Upon the Data**


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

 **Step Four: Write the Needs Assessment**

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

3. Educational Goals and Objectives


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

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

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

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


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

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

- *Increase the percent of 21st CCLC students who pass the state assessment exam*
- *Increase the percent of 21st CCLC students who are promoted to the 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 students 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 26-30 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 parental involvement and increase communication
- Strategies for carrying out the objectives

 *Be sure your activities:*

- *Relate directly to the program goals, as well as to the project description and project requirements of the RFA.*
- *Address the identified needs of the targeted population that should include students and their families.*
- *Are clearly stated and sufficient to carry out the proposed program.*
- *Are designed to provide measurable outcomes.*


 *Sample activities for the goal area of Academic Improvement can be found on page 31 of the Toolkit.*

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


 *Rather than creating a separate timeline document, applicants are encouraged to indicate timelines with each activity as the example on page 31 shows.*

5. Project Management

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

 *A timeline of activities that project members must accomplish can be instrumental in keeping the grant project running smoothly. See pages 32-33 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 34.*

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.*

 ***After the Bell Reading** can be effectively integrated with other school or district activities that are being funded from sources other than 21st CCLC. The federal funding programs for which **After the Bell Reading** qualify include:*

- *Title I, Part A – Improving Basic Programs*
- *Title I – Supplemental Educational Services*
- *Title III – English Language Acquisition*
- *Title V, Part A – Innovative Programs*
- *GEAR UP*

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 **After the Bell Reading** beyond the period funded by a 21st CCLC grant. To this end, Scholastic will work with a district to train instructors 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 35-37 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.

 ***After the Bell Reading*** raises student achievement through instruction and practice in essential reading, writing, and test-taking skills. The program consists of a combination of Scholastic programs,* including Fluency Formula, Scholastic Phonics Readers, Scholastic Sprint Reading, and Project Achievement: Reading. The Fluency Formula Assessment System and Scholastic Reading Inventory effectively and reliably measure student growth in fluency and reading comprehension.

- 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.

 ***After the Bell Reading*** communicates with parents and caregivers through letters that describe the program and list ways that they can support their child's literacy development. Students take home booklists, books, samples of their writing, and optional classroom magazines to share with their families.

* The exact product configuration will vary, depending on the grade level program (see chart on page 5).

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 **After the Bell Reading** 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:


- 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.*

21st CCLC Grant Assistance Toolkit

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.

 *Scientifically based research informed **After the Bell Reading**. The program utilizes direct and explicit reading instruction, engaging and age-appropriate content, and independent reading practice. Students also learn writing and test-taking skills.*

After the Bell Reading aligns to the No Child Left Behind Act in these areas:

- *Phonemic Awareness*
- *Phonics*
- *Fluency*
- *Vocabulary*
- *Comprehension*


Educational Goal:

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


Objectives (Performance Targets)	Positions Responsible	Timeline	Effectiveness Indicator
<ul style="list-style-type: none"> • By the end of the 2005-2006 school year, at least 75% of the 21st CCLC students will demonstrate increased proficiency in reading as demonstrated by pre- and post-testing. • By the end of the 2004-2005 school year, at least 50% of the 21st CCLC students will demonstrate increased proficiency in reading as demonstrated by pre- and post-testing. 	21st CCLC Staff and Classroom Instructors	Sept. 2004 to June 2006	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.

 **Professional development instructional strategies are built into these *After the Bell Reading* programs:**

- *Scholastic Phonics Readers (Grades 1,2)—The Teacher’s Guide presents strategies and techniques to help students develop their phonemic awareness, connect sounds with symbols, and learn how to read high-frequency words. The guide includes ideas for writing extension activities and assessment approaches.*
- *Fluency Formula (Grades 1,2,3,4,5)—The Professional Guide contains research reports and notes to give instructors an understanding of fluency and its importance in successful reading development. Fluency Formula contains the professional book, Building Fluency: Lessons and Strategies for Reading Success, written by program author Wiley Blevins.*
- *Scholastic Sprint Reading (Grades 3,4,5,6,7,8)—The Teacher’s Guide provides intervention routines to support student’s reading and writing development. It also contains strategies to provide extra support to English-language learners, including classroom-tested instructional tips, background information on the stages of language acquisition, and specialized routines.*

 ***After the Bell Reading* offers these optional ongoing professional development opportunities, which are available for Grades 1,2,3,4,5,6,7,8:**

- *Scholastic Red’s facilitated, online reading courses present video modeling of research-based practices, interactive simulations for practice of skills and strategies, and materials that can be immediately used in the classroom.*
- *Professional books give after-school instructors access to proven strategies and practical techniques to improve student’s reading comprehension.*

Educational Goal:


All staff delivering academic services will receive online professional development to expand their understanding of how to apply effective research-based instructional and assessment strategies to teach reading.

Objective (Performance Target)	Positions Responsible	Timeline	Effectiveness Indicators
By June of 2005, 100% of 21st CCLC staff delivering academic services will be enrolled in an online professional development course that addresses applying research-based instructional strategies to increase reading achievement by middle school students.	Staff	June 2005	Percentage of staff successfully completing online professional development courses in reading
By June 2005, 100% of instructors will apply research-based strategies learned in the professional development course.	Instructors, Reading Coaches, Principals	June 2005	Number of reading instructors who apply research-based strategies in the classroom as evidenced by classroom observations

21st CCLC Grant Assistance Toolkit

Family Literacy

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

-  **After the Bell Reading** includes books that students may take home and share with family members and gives suggested activities that families can do with their child to continue learning at home. Students can also take home and read the program's optional classroom magazines, including *Scholastic News for Grades 1 and 2*, *Scholastic News en español for Grades 1 and 2*, *Storyworks for Grades 3, 4, and 5*, and *Scope and/or Action for Grades 6, 7, and 8*. **After the Bell Reading** assessment results are shared with caregivers.

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 2005-2006 school year, increase the number of families participating in a research-based reading improvement program by 25%.	Instructors	September 2005 through June 2006	Number of families involved in the program during the school year
<ul style="list-style-type: none">For the 2004-2005 school year, 50% of the families of 21st CCLC students will participate in a research-based reading improvement program.	Instructors	September 2004 through June 2005	Number of families involved in the program during the school year

21st CCLC Grant Assistance Toolkit

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 reliability- and validity-tested SRI (Grades, 3,4,5,6,7,8), which is part of **After the Bell Reading**, provides data that can be used to evaluate the effectiveness of the grant project. By administering pre- and post-tests, instructors can track student reading growth over time.*

- 📖 *The Fluency Formula Assessment System (Grades 1,2,3,4,5) provides an Oral Reading Fluency Assessment, which accurately measures students' fluency and compares their scores to normed data to determine whether students are reading below, on, or above grade level. The program also includes an Alphabet Recognition Test, Sight Word Assessment, San Diego Quick Assessment, and Nonsense Word Test that can be used to monitor student reading gains.*

Educational Goal:


The learning center will determine the effectiveness of the research-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 2005, 80% of students involved in the research-based reading intervention program will raise their 2004 scores on the state reading assessment by 5 points.	21st CCLC Staff, Classroom Teachers	March 2005	Number of points gained in reading between the 2004 the 2005 state assessments

21st CCLC Grant Assistance Toolkit

Sample Activities





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

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


Educational Goal: All students participating in the 21st CCLC program will improve their reading achievement.			
Objective: For the 2004-2005 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 <i>After the Bell Reading</i> .	Program Coordinator	April 2004	Purchase orders
2. Schedule training session for program leaders.	Program Coordinator	August 2004	Number of program leaders completing the training
3. Schedule training for staff delivering academic services.	Program Coordinator	August 2004	Number of staff completing the training
4. Enroll staff in <i>Scholastic Red</i> facilitated online professional development courses to assist in the effective implementation of <i>After the Bell Reading</i> .	Department Chairperson	August 2004	Number of staff completing the <i>Red</i> course
5. Implement <i>After the Bell Reading</i> .	Program Staff	September 2004	Number of staff using <i>After the Bell Reading</i>
6. Students take state reading exams.	Program Staff	April 2005	Increase in reading scores over the April 2004 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
<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 <p> <i>Available for Grades 1,2,3,4,5,6,7,8, After the Bell Reading is sold individually for each grade level. Depending on the grade level, the program may include Fluency Formula, Fluency Formula Assessment System, Scholastic Phonics Readers, Scholastic Reading Inventory, Scholastic Sprint Reading, and Project Achievement: Reading. After the Bell Reading offers optional, add-on materials that provide extra support in the key areas of Independent Practice, Technology, Family Involvement, and Professional Development. Please contact a Scholastic representative to discuss a customized plan and review associated costs.</i></p>
Second Quarter
<ul style="list-style-type: none">• Develop evaluation forms and processes for collecting information and data <p> <i>After the Bell Reading contains pre- and post- tests that provide strategies to monitor and track reading skill improvement throughout the program.</i></p> <ul style="list-style-type: none">• 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 <p> <i>Each Fluency Formula lesson contains audio-assisted reading instruction to help students build fluency. Students listen to modeled fluent reading at "Practice Read" and "Expert Read" speeds. (Available for Grades 1,2,3,4,5)</i></p> <p> <i>WiggleWorks (Grades 1,2), Reading for Meaning (Grades 3,4,5) and Thinking Reader (Grades 6,7,8), all optional add-on materials, provide research-based, interactive support and practice with essential reading skills.</i></p> <ul style="list-style-type: none">• Conduct administrative walk-through observations to assess research-based instructional strategies applied in the after-school learning center• Assess program level of success and progress toward goals and objectives• Gather documentation of all programmatic activities at monthly meetings• Assess project goals, objectives, timelines, and check lists to ensure project is on target

Third Quarter

- Complete final purchasing of grant materials
 - File required financial and programmatic progress reports
 - Continue professional development activities
-  **After the Bell Reading** is supported by optional, facilitated online professional development reading courses from Scholastic Red (Grades 1,2,3,4,5,6,7,8). The courses provide
- Proven, scientifically based teaching strategies and methods to help raise student achievement in reading.
 - 24-hour, just-in-time access to resources and training.
 - Simulated practice and video modeling of research-based practices by master practitioners in real classrooms.
- Continue instructional development activities
 - Continue to gather documentation of project activities
 - Meet with external evaluator to share documentation and set deadlines for final evaluation activities
 - Assess project goals, objectives, timelines, and checklists to ensure project is on target

Fourth Quarter


- Conclude after-school instructional activities
 - Conclude parental involvement activities
-  **After the Bell Reading** promotes parental involvement in these ways:
- Paperback books can be shared with parents at home.
 - Progress reports can be shared with parents during conference times.
 - Home-to-school letters provide caregivers with records of student progress and suggestions about how they can be supportive at home.
- Conclude professional development activities
 - Meet with school sites to gather final documentation for evaluation plan
 - Executive Committee meets to evaluate project milestones and plan for sustainability of project
-  Scholastic is committed to ensuring the sustainability of **After the Bell Reading** beyond the period funded by a 21st CCLC grant. To this end, Scholastic will work with a district to develop a customized professional development plan to train its teachers in the use of effective, research-based instructional methodologies and offers a variety of ongoing support to ensure the continued development of the skills and strategies students need to succeed in school.
- File final financial reports
 - File final programmatic reports

Sample Staffing Chart of Key Project Members

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

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

Sample Evaluation Plan

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

Evaluation Design

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

The evaluation design includes both process and product evaluation to:

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

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

The evaluation design will be guided by the following questions:

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

Process Evaluation

The process evaluation will gather information about how successfully the strategies of *(Project Name)* were implemented as planned, and assess their impact on the targeted population. Process evaluation is both quantitative and qualitative in nature, and is intended to assess the outcome of the project. This data, collected formatively and summatively, will describe how students and 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?*

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

5. End-of-project survey

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

Product Evaluation

The product evaluation will focus on measuring final outcomes against project goals, objectives, and benchmarks. Changes that have occurred will be identified and analyzed to determine whether the program is effective for students and 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.

 *Scholastic Red professional development courses, which are optional **After the Bell Reading** materials for Grades 1,2,3,4,5,6,7,8, have been used by more than 10,000 teachers in hundreds of districts across the United States. 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.*

 *Scholastic Red will work with a district to create a customized plan to evaluate teacher practice and student achievement data. Red provides rubrics, observations, and coaching tools to help districts evaluate changes in teacher practices.*

4. End-of-project survey

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

5. Comprehensive final report

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


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

Evaluation of Long-Term Impact

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

Sustainability

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

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

About Scholastic Inc.

Scholastic is committed to providing teachers with effective materials for every stage of reading instruction to ensure that students develop the skills and strategies needed to succeed in school. Our reputation is built on an 83-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.