

# **READ 180<sup>®</sup>**

## **Aligns to Comprehensive School Reform Criteria**

(With Professional Development from *Scholastic Red<sup>™</sup>*)

Scholastic Inc. has prepared this Grant Assistance Toolkit to assist Local Education Agencies (LEAs) in the development of a grant project for the *Comprehensive School Reform (CSR)* program that incorporates **READ 180** and *Scholastic Red*. The toolkit provides key information in these areas:

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

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


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

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

### **Using the Toolkit**

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

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

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

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

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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. Incorporate specific information about your project’s needs.*

## **Funding Program Overview: *Comprehensive School Reform (CSR)***

The information in this section of the Toolkit is based on the federal *Comprehensive School Reform Program Guidance* (August 2002) that is available at this website:

<http://www.ed.gov/programs/compreform/guidance/guidance2002.doc>

### **Goal of CSR**

Title I, Part F, of the *No Child Left Behind Act of 2001* (NCLB) is known as the *Comprehensive School Reform (CSR)* program. The *CSR* program provides funds to improve student achievement by supporting the implementation of comprehensive school reforms based on scientifically based research and effective practices so that all children, especially those in low-performing, high-poverty schools, can meet challenging state academic content standards.

### **Allocation of Funds**


*CSR* funds become available to State Education Agencies beginning on July 1 of each year, once the state application has been approved. States then make competitive grants available to LEAs. The minimum *CSR* award to LEAs is \$50,000 a year for three years.

### **Acceptable Use of Funds**

A school may use *CSR* funds to support the costs associated with carrying out a comprehensive plan that weaves scientifically based research, effective practice, and proven methods into an integrated and comprehensive program that addresses the eleven *CSR* criteria.

*CSR* encourages schools to design and implement their own comprehensive plan for improvement and does not require them to adopt a reform model of any kind.

The *CSR* program also emphasizes the need for districts and schools to exercise flexibility in resource reallocation, allowing schools to design *CSR* programs that will access resources from multiple sources, thus increasing the likelihood that *CSR* awards will seed and spark school improvement that is sustained over time.

 **READ 180**, with professional development support from Scholastic Red, has been proven to raise student achievement through scientifically research-based methods and, therefore, qualifies for purchase with *CSR* grant funds.

### **Eligibility**

LEAs that are eligible for Title I, Part A funds are also eligible to apply for *CSR* funds. Priority, however, must be given to those LEAs that are identified for improvement or corrective action.

## **Required Project Components**

All CSR projects are required to implement comprehensive programs that have been found, through scientifically based research or strong evidence of effectiveness, to improve the academic achievement of students.

The CSR program developed by a school must effectively coordinate and integrate activities that address these 11 criteria:

1. Proven methods and strategies based on scientifically based research
2. Comprehensive design
3. Professional development
4. Measurable goals and benchmarks
5. Support within the school
6. Support for teachers and principals
7. Parental and community involvement
8. External technical support and assistance
9. Annual evaluation
10. Coordination of resources
11. Strategies that improve academic achievement

 For the **READ 180** alignment to these criteria, please see the chart on pages 5-10.


## **Comprehensiveness**

In order to gauge whether a CSR plan is truly comprehensive and follows the spirit of the legislation, LEAs may use a continuum matrix that is provided in Appendix B of the *CSR Guidance*. The matrix describes the characteristics of plans that are “Most Comprehensive,” “Somewhat Comprehensive,” and “Not Comprehensive” for these key elements:

1. CSR design
2. All students served
3. Aligned curriculum
4. Instructional program
5. Professional development
6. Parental involvement
7. Benchmarking and evaluation


## **Accountability**

States must conduct annual evaluations of the CSR programs and measure the extent to which they have resulted in raising student achievement.


 *Efficacy studies across different populations document the effectiveness of **READ 180** at raising student achievement. In particular, large-scale studies were conducted in the Los Angeles Unified School District, the Department of Defense Schools, and in four large, urban school districts in conjunction with the Council of Great City Schools. Copies of these studies are available from your Scholastic Regional Office.*

**READ 180 Alignment to CSR Requirements**


According to the federal guidance for the *Comprehensive School Reform Program (CSR)*, an LEA’s plan must address 11 components to qualify for funding. The following chart details how **READ 180** meets each of the required CSR components.

Required CSR Component	 READ 180 Alignment
<p>1. <u>Proven methods and strategies based on scientifically based research:</u>                      A CSR program employs proven strategies and methods for student learning, teaching, and school management that are based on scientifically based research and effective practices and have been replicated successfully in schools.</p>	<p><b>READ 180</b> is a research-based, intensive reading intervention program designed to raise the reading scores of struggling students in grades transitional three and above. The program provides explicit instruction in the five essential elements of reading that were identified by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p> <p>After 10 years of research, Dr. Ted Hasselbring of Vanderbilt University began developing <b>READ 180</b> to address four major deficits that he identified in the older, struggling reader:</p> <ul style="list-style-type: none"> <li>• Lack of decoding skills and reading fluency</li> <li>• Poor comprehension due to the inability to form mental models, lack of vocabulary, and limited background knowledge</li> <li>• Inability to process and understand grade-level content-area text with a high concentration of academic language</li> <li>• Low motivation and lack of connection to materials and school.</li> </ul> <p>His prototype software program was tested in Orange County, Florida with 10,000 students, and repeatedly proved that it could raise reading scores. Scholastic collaborated with Dr. Hasselbring and the Orange County Schools, enhanced the student-proven software, developed more research-based materials, and in 1999 launched <b>READ 180</b>. To date, <b>READ 180</b> is used by over 200,000 students in over 10,000 classes across the nation.</p> <p><b>READ 180</b> is supported by <i>Scholastic Red</i>, a comprehensive professional development solution. <i>Scholastic Red</i> courses incorporate the characteristics that research confirms are key for effective professional development:</p> <ul style="list-style-type: none"> <li>• Research-based content and strategies</li> <li>• Modeling and presentations by skilled practitioners</li> <li>• Practice in a controlled, risk-free environment</li> <li>• Coaching, feedback, and reflection</li> <li>• Coherence and alignment to academic standards</li> <li>• Promotion of strong, shared leadership by principals and district leaders</li> </ul>


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Required CSR Component	 <b>READ 180 Alignment</b>
<p>2. <u>Comprehensive design</u>: A comprehensive design for effective school functioning integrates instruction, assessment, classroom management, professional development, parental involvement, and school management.</p>	<p><b>READ 180</b> contains all the components districts need to integrate an effective reading intervention program into its CSR plan:</p> <ul style="list-style-type: none"> <li>• Instruction: Direct whole-group and small-group instruction in phonics, fluency, vocabulary, text comprehension, spelling, and writing. Individualized instructional software. Leveled paperbacks and audio books for independent reading.</li> <li>• Assessment: Computer-adaptive assessment through <i>Scholastic Reading Inventory</i>.</li> <li>• Professional Development: <i>Scholastic Red</i>, a research-based solution that offers facilitated online courses and ongoing support.</li> <li>• Parental Involvement: Parent reports in English and Spanish, plus leveled paperbacks for reading at home.</li> <li>• School Management: A management system that tracks student achievement and provides detailed reports for students.</li> </ul>
<p>3. <u>Professional development</u>: The program provides high-quality and continuous teacher and staff professional development and training.</p>	<p>Scholastic offers a four-step in-service and professional development plan that district teams may customize. Options include:</p> <ol style="list-style-type: none"> <li>1. On-site leadership development for principals, reading coaches, and technology coordinators.</li> <li>2. On-site implementation training for <b>READ 180</b> teachers and reading coaches.</li> <li>3. On-site interactive follow-up for <b>READ 180</b> teachers and reading coaches.</li> <li>4. A research-based, facilitated online or in-person professional development course from <i>Scholastic Red</i> entitled <i>READ 180: Making It Work in the Classroom</i>. The course provides: <ul style="list-style-type: none"> <li>• Proven, scientifically based teaching strategies and methods to help raise student achievement in reading.</li> <li>• 24-hour, just-in-time access to resources and training.</li> <li>• Interactive simulations and video modeling of research-based practices by master practitioners in real classrooms.</li> <li>• Practice and application of skills.</li> <li>• Coaching, feedback, and reflection.</li> <li>• Leadership training for principals and district leaders.</li> </ul> </li> </ol> <p>Optional ongoing training and support for teachers by <i>Scholastic Red</i> Consultants and <i>Red</i>-trained Facilitators are also available. Additional <i>Scholastic Red</i> online courses that build upon the <b>READ 180</b> program provide for continued improvement of classroom instruction.</p>


**READ 180 CSR Grant Assistance Toolkit**


Required CSR Component	 <b>READ 180 Alignment</b>
<p>4. <u>Measurable goals and benchmarks</u>: A CSR program includes measurable goals for student academic achievement and benchmarks for meeting those goals.</p>	<p><b>READ 180</b> contains clear and measurable goals and benchmarks for student achievement.</p> <p>The following <b>READ 180</b> assessment tools provide detailed data on student achievement towards measurable goals and benchmarks:</p> <ul style="list-style-type: none"> <li>• Assessment embedded in the instructional <i>Software</i> continually tracks student progress in the Reading, Word, Spelling, and Success Zones.</li> <li>• <i>Scholastic Reading Inventory</i> measures student improvement over time and generates 15 class and individual progress reports.</li> <li>• <i>Scholastic Reading Counts!</i> automatically feeds the results from hundreds of software-based, multiple-choice book quizzes into the <i>Scholastic Management Suite</i>, which can generate 31 reports.</li> </ul>
<p>5. <u>Support within the school</u>: Teachers, principals, administrators, and other staff understand and embrace the school’s CSR program, focus on continuous improvement of classroom instruction, and participate in professional development.</p>	<p>Because of <b>READ 180’s</b> ability to motivate students and increase achievement, as well as its extensive implementation training, support, and ongoing professional development from <i>Scholastic Red</i>, teachers, administrators, principals, and other staff have embraced the program across the country. (References are available upon request.)</p>
<p>6. <u>Support for teachers and principals</u>: A CSR program provides support for teachers, principals, administrators, and other school staff by creating shared leadership and a broad base of responsibility for reform efforts. The program encourages teamwork and the celebration of accomplishments.</p>	<p><b>READ 180’s</b> professional development plan promotes shared leadership and responsibility for increasing student achievement in reading. Principals, reading coaches, and teachers are trained to work together as a team to implement the program.</p> <ul style="list-style-type: none"> <li>• Administrators attend an <i>Administrative Leadership</i> presentation and receive a <b>READ 180</b> Classroom Instructional Rubric.</li> <li>• Teachers and reading coaches receive on-site implementation, training and interactive follow-up.</li> <li>• Principals, teachers, and staff developers may take additional training from <i>Scholastic Red</i>, including the facilitated online course <i>READ 180: Making it Work in Your Classroom</i>.</li> <li>• <i>Scholastic Red</i>-trained district Facilitators provide ongoing professional development and support.</li> </ul> <p>School staff can readily see and appreciate student achievement gains through the progress reports generated by <b>READ 180</b>, <i>Scholastic Reading Inventory</i>, and <i>Scholastic Reading Counts!</i>.</p>

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Required CSR Component	 <b>READ 180 Alignment</b>
<p>7. <u>Parental and community involvement:</u>                      The program provides for the meaningful involvement of parents and the local community in planning, implementing, and evaluating school improvement activities.</p>	<p>The <b>READ 180</b> program promotes parental and community involvement in these ways:</p> <ul style="list-style-type: none"> <li>• <b>READ 180's</b> paperback books can be shared with parents at home.</li> <li>• Individual diagnostic reports generated by the <i>Software</i> can be shared with parents during conference times.</li> <li>• A Parent Letter, also available in Spanish, provides parents with a record of student progress and suggestions about how parents can be supportive at home.</li> <li>• <b>READ 180</b> is well-suited for linkage to community mentoring programs in which community members volunteer time each week to read and discuss <i>Audiobooks</i> and paperbacks with students.</li> </ul>
<p>8. <u>External technical support and assistance:</u>                      The program uses high-quality external support and assistance from an entity that has experience and expertise in school-wide reform and improvement, which may include an institution of higher education.</p>	<p>Scholastic has an 84-year history of helping foster and support effective learning for all students and has worked with hundreds of schools across the country to implement the <b>READ 180</b> program.</p> <p>Scholastic provides <b>READ 180</b> technical support in the following ways:</p> <ul style="list-style-type: none"> <li>• On-site implementation training and interactive follow-up</li> <li>• On-site installation, upon request</li> <li>• Telephone support for installation and troubleshooting suggestions</li> <li>• On-site software support from Scholastic's technical experts</li> <li>• Online support that is available at any time</li> <li>• E-mail support</li> </ul>
<p>9. <u>Annual evaluation:</u>                      The program ensures accountability by including a plan for the annual evaluation of the implementation of school reforms and the student results achieved.</p>	<p><b>READ 180's</b> assessment tools provide detailed information on student learning gains that can be used in a district evaluation of school reforms.</p> <ul style="list-style-type: none"> <li>• <i>Scholastic Reading Inventory:</i> <ul style="list-style-type: none"> <li>○ Uses norm-referenced data.</li> <li>○ Generates 15 reports on class and individual learning gains.</li> <li>○ Is reliability and validity tested.</li> </ul> </li> <li>• Embedded assessments in each of <b>READ 180's</b> four instructional zones measure student improvement over time.</li> <li>• <i>Scholastic Reading Counts!:</i> <ul style="list-style-type: none"> <li>○ Uses leveled text and book quizzes to assess students' progress and performance.</li> <li>○ Generates 31 reports through the <i>Scholastic Management Suite</i>.</li> </ul> </li> </ul> <p style="text-align: right;"><i>(continued)</i></p>


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Required CSR Component	 <b>READ 180 Alignment</b>
<p><u>Annual Evaluation</u>, cont.</p>	<p><i>Scholastic Red</i> will conduct a district audit of instructional programs and district professional development plans. Annual planning meetings are recommended to assess yearly progress and recalibrate the plan to address special requirements. Through regular collaborative planning with <i>Scholastic Red</i>, districts can achieve long-term positive effects on teacher practice and student achievement.</p>
<p>10. <u>Coordination of resources</u>: The CSR program must identify federal, state, local, and private financial and other resources that schools can use to coordinate services that support and sustain CSR.</p>	<p><b>READ 180</b> and <i>Scholastic Red</i> can be integrated into a CSR program using specific school activities funds and money from state, local, foundation, and other sources. The federal funding programs for which <b>READ 180</b> and <i>Scholastic Red</i> qualify include:</p> <ul style="list-style-type: none"> <li>• Title I, Part A: Improving Basic Programs</li> <li>• Title II, Part A: Improving Teacher Quality</li> <li>• Title II, Part D: Enhancing Education Through Technology</li> <li>• Title III: English Language Acquisition</li> <li>• Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers</li> <li>• Title V, Part A: Innovative Programs</li> </ul>
<p>11. <u>Strategies that improve academic achievement</u>: The program must meet one of the following requirements:</p> <ul style="list-style-type: none"> <li>• The program has been found, through scientifically based research, to significantly improve the academic achievement of participating students.</li> <li><i>or</i></li> <li>• The program has been found to have strong evidence that it will significantly improve the academic achievement of participating students.</li> </ul>	<p><b>READ 180</b> has been found, through scientifically based research, to significantly improve the academic achievement of participating students</p> <p><b>Overview:</b> <b>READ 180</b> has been the subject of continuous scientific research since its inception. The original prototype was tested with 10,000 students in the Orange County Literacy Project in Orlando, Florida. Since its publication in 1999, <b>READ 180</b> has been studied in research projects with the Council of Great City Schools and Los Angeles Unified School District. Research studies of English-Language Learners and Special Education students are being published in Summer 2004. A high school research study is being completed and prepared for Fall 2004 publication.</p> <p><b>Council of Great City Schools:</b> Scholastic Inc. entered into a partnership with the Council of Great City Schools to test <b>READ 180</b>. The research study occurred during the 1999–2000 and the 2000–2001 academic years and tracked 1,632 students in year one and 2,070 students in year two. Four school districts, Boston, Columbus, Houston, and Dallas, provided detailed test-score data upon which these research results are based.</p> <p><b>Los Angeles Unified School District:</b> During the 2000–2001 school year <b>READ 180</b> was studied as a part of the Los Angeles Unified School District’s Intensive Academic Support Initiative.</p> <p style="text-align: right;"><i>(continued)</i></p>

Required CSR Component	 <b>READ 180 Alignment</b>
<p><u>Strategies that improve academic achievement, cont.</u></p>	<p>The study involved 622 students that were divided into test groups and comparison groups. All students were measured through pre-tests and post-tests of the SAT-9 Reading and Language Arts Tests. The results from the study showed significant Normal Curve Equivalent (NCE) learning gains for students in the test groups and declines in NCE gains, as students fell further behind, in the comparison groups.</p> <p><b>Department of Defense Schools:</b> The <b>READ 180</b> research was conducted in 10 schools with 11 teachers in the United States and Germany. Teachers implemented the program throughout the 1999–2000 school year. During the school year, the schools received program support from Scholastic consultants including multiple school visits to each site. The evaluation was conducted with a wide range of students using several different <b>READ 180</b> intervention models. Students participating fully in the <b>READ 180</b> program (“On-Model”) over the one-year implementation period gained seven NCEs in Terra Nova Total Reading. Students in the “Off-Model” condition showed an average gain of one NCE in Total Reading. <b>READ 180</b> has now been expanded to all Department of Defense middle and high schools worldwide.</p> <p><b>English Language Learners and Special Education Research:</b> <b>READ 180</b> has been studied with English Language Learners (ELL) in Los Angeles Unified School District (see results above). The program was also studied with Special Education students in Clark County Public Schools in Las Vegas, Nevada and Des Moines, Iowa. The Des Moines study includes a two-part analysis of middle school students enrolled in special education during the 2000–2001 and 2001–2002 school years. Performance results are presented for normative and criterion-referenced tests including: 1) The Stanford Diagnostic Reading Test (SDRT), 2) The Scholastic Reading Inventory (SRI), and 3) The Des Moines District Fluency Probes. Results revealed significant gains in reading fluency and comprehension during the 2000–2001 school year, with 18% of these students placing out of Special Education services for reading.</p> <p>During the second year of <b>READ 180</b> implementation (2001–2002), first time <b>READ 180</b> students revealed even greater growth in reading comprehension, with 25% of the students gaining one or more grade equivalents on the Stanford Diagnostic Reading Test. This continued success during the 2001–2002 school year was attributed to the assignment of a <b>READ 180</b> Literacy Specialist whose responsibilities included implementing staff development, modeling effective teaching strategies, and assisting teachers in using the data generated by <b>READ 180</b>.</p>

### Customize Your Competitive Grant

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

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


There are 11 basic parts to a competitive grant application. Information is provided for each of these parts to help you make sure all components are thoroughly addressed. Remember to incorporate specific information that is unique to your project for each of these areas.

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

#### 1. Summary or Abstract

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

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

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

### 2. Needs Assessment


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


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

#### **Step One: Gather the Data**

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

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

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

 *The reliability- and validity-tested Scholastic Reading Inventory Interactive (SRI) that is part of **READ 180** 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, technology, professional development, and parental involvement.

### 3. Educational Goals and Objectives

First and foremost, your *educational goals* must be aligned with the project's assessed educational needs and consistent with the goals of the federal and state CSR 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 CSR 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
- Number, types, and frequency of staff development sessions
- Percent of parents participating
- Student achievement scores
- Drop out rates
- Number of students promoted to next grade



 *Please see examples of ways to organize your goals, objectives, and effectiveness indicators on pages 19-23 of this Toolkit.*

### 4. Activities and Timeline


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

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

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-  *Be sure your activities:*
  - *Relate directly to the program goals, as well as to the project description and project requirements of the RFA/RFP.*
  - *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 24.*

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 24 shows.*

### **5. Professional Development**

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



-  *Sample goal: All teachers and administrators will receive online professional development to expand their understanding of how to apply effective research-based methods and strategies to teach reading.*
  
-  **READ 180** professional development includes a four-step plan specifically designed to support **READ 180** classroom implementation, improve teacher practice, and raise student achievement so that sustained results are possible with **READ 180** beyond the grant funding period. Scholastic's literacy experts work with district teams to customize options according to specific needs. The four-step plan includes
  1. On-site leadership development for principals, reading coaches, and technology coordinators
  2. On-site implementation training for **READ 180** teachers and reading coaches
  3. On-site interactive follow-up for **READ 180** teachers and reading coaches
  4. A facilitated online, or in-person professional development course from Scholastic Red entitled **READ 180: Making It Work in the Classroom**. The course provides
    - a. Proven, scientifically based teaching strategies and methods to help raise student achievement in reading.
    - b. 24-hour access to resources and training.
    - c. Interactive simulations and video modeling of research-based practices by master practitioners in real classrooms.

*(Additional Scholastic Red online courses that build upon the **READ 180** program and strengthen the teaching of reading for elementary school, middle school, and high school are available upon request.)*

### 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.*
-  *The responsibilities and credentials of team members can be presented in a chart similar to the one on page 25 of this Toolkit.*

### 7. Resource Management


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

-  *The purpose of a resource management description is to illustrate the cost-effectiveness of the project. Keep the "cost per pupil" aligned to the local or state "per pupil expenditure" for the LEA.*
-  *Each stage of **READ 180** contains all the necessary materials to address teacher and student needs for one year. These materials include student software licenses and a professional development plan that features an online professional development course from Scholastic Red. Because **READ 180** materials are not consumable, and the software licenses can be transferred from student to student as they move in and out of the program, the cost per student lowers over time. (Please contact a Scholastic representative to discuss a customized plan and review associated costs.)*
-  ***READ 180** and Scholastic Red can be effectively integrated with other school or district activities that are being funded from sources other than CSR. The federal funding programs for which **READ 180** and Scholastic Red qualify include:*
  - Title I, Part A – Improving Basic Programs
  - Title II, Part A – Improving Teacher Quality
  - Title II, Part D – Enhancing Education Through Technology
  - Title III – English Language Acquisition
  - Title IV, Part B – 21<sup>st</sup> Century Community Learning Centers
  - Title V, Part A – Innovative Programs

## CSR Grant Assistance Toolkit

### 8. Sustainability

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

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

### 9. Assessment and Evaluation

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

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


- Site visits or administrative observations
- Integration surveys
- External evaluation of long-term impact on student achievement
- Professional development training completed

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

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

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 **READ 180** Management Suite continuously gathers data on student progress from the moment a student logs on to the Software. It also contains three assessment instruments and generates a variety of reports to monitor progress and inform instruction:*


1. *Scholastic Reading Inventory Interactive contains norm-referenced data so that teachers can use it on a periodic basis to measure learning gains.*
2. *The four instructional software zones within **READ 180** have embedded assessments that are used to track student progress and inform instruction*
3. *The Reading Counts! assessment instrument consists of hundreds of software-based, multiple-choice quizzes to monitor independent reading.*

## CSR Grant Assistance Toolkit




- Professional Development— A CSR competitively funded project must provide high-quality and ongoing professional development for teachers and staff. It must also support teachers and principals by creating shared leadership and a broad base of responsibility for team efforts to increase student achievement. For this component, evaluate professional development activities completed.

 *READ 180's ongoing professional development solution promotes shared leadership and responsibility for increasing student achievement in reading.*

- Parental Involvement—An important requirement of the CSR competitive grant program is that projects demonstrate meaningful parental involvement with school improvement activities. One way to gather the parental involvement data is to survey parents' opinions and behaviors regarding their involvement in schools.

 *READ 180 contains paperback books and activities that students can take home and share with family members. The READ 180 Software produces up-to-the-minute customized progress reports with specific feedback that teachers can use easily and frequently to enhance communication between school and home. The Software also generates parent information letters that can be sent home on a regular basis to provide concrete suggestions for improving reading skills at home.*

### 10. 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.*


### 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 to be included.


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

**Grant Writing Tools and Tips**

**Helpful Hints**

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

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

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

## CSR Grant Assistance Toolkit

### Sample Goals, Objectives, and Effectiveness Indicators

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


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

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

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

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


- 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.*

## CSR Grant Assistance Toolkit

### Instructional Design/Content

Identify curricula and teaching strategies that have been found through scientifically based research and effective practices to improve student academic achievement, as measured by student academic assessment scores.

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


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

<b>Educational Goal:</b> All middle school language arts teachers will implement proven and effective technology-based programs that are designed to help raise student achievement in reading.			
<b>Objectives</b> (Performance Targets)	<b>Positions Responsible</b>	<b>Timeline</b>	<b>Effectiveness Indicator</b>
<ul style="list-style-type: none"> <li>• By the end of the 2003-2004 school year, 100% of the middle school language arts teachers in the district will effectively integrate technology to improve reading skills.</li> </ul>	Middle school Language Arts Teachers	Sept. 2003 to June 2004	Percentage of middle school language arts teachers using technology to teach reading as based on lesson plans, administrative observations, surveys, etc.
<ul style="list-style-type: none"> <li>• By the end of the 2002-2003 academic year, 75% of the middle school language arts teachers will effectively integrate technology to improve reading skills.</li> </ul>	Middle school Language Arts Teachers	Sept. 2002 to June 2003	Percentage of middle school language arts teachers using technology to teach reading based on lesson plans, administrative observations, surveys, etc.

## CSR Grant Assistance Toolkit

### Professional Development

Provide high-quality and continuous teacher and staff professional development and training.

-  **READ 180** offers a four-step in-service and professional development plan that district teams may customize. It includes
1. On-site leadership development for principals, reading coaches, and technology coordinators
  2. On-site implementation training for **READ 180** teachers and reading coaches
  3. On-site, interactive follow-up for **READ 180** teachers and reading coaches
  4. A facilitated, online, or in-person professional development course from Scholastic Red entitled *READ 180: Making It Work in the Classroom*. The course provides proven, scientifically based teaching strategies and methods to help raise student achievement in reading.

#### **Educational Goal:**


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

<b>Objective</b> (Performance Target)	<b>Positions Responsible</b>	<b>Timeline</b>	<b>Effectiveness Indicator</b>
By June of 2004, 100% of middle school language arts teachers and campus administrators will be enrolled in an online professional development course that addresses applying research-based methods and strategies to the teaching of reading to middle school students.	Administrators, & Teachers	June 2004	Percentage of language arts teachers and administrators successfully completing online professional development courses in reading

## CSR Grant Assistance Toolkit

### School-to-Home Connection

Provide for the meaningful involvement of parents and the local community in planning, implementing, and evaluating school improvement activities.

 **READ 180** promotes parental involvement through its many computer-generated reports, which provide up-to-the-minute information that may be shared with parents:

- An Individual Reading Report Card provides a snapshot of individual student progress.
- An Individual Diagnostic Report profiles student comprehension and the words students have difficulty reading and spelling.
- A parent letter, which is also available in Spanish, produces an individualized record of student progress and provides suggestions about how parents can be supportive at home.

#### **Educational Goal:**



Parents will be regularly informed about the effectiveness of the technology-based programs at raising their child's achievement in reading.

<b>Objective</b> (Performance Target)	<b>Positions Responsible</b>	<b>Timeline</b>	<b>Effectiveness Indicator</b>
For the 2003 school year, Teachers will send parents weekly student progress reports regarding the growth being made in reading achievement along with specific suggestions about how support can be given at home.	Teachers	September 2003 through June 2004	Frequency of parental communication as measured by teacher records and software reports

## CSR Grant Assistance Toolkit

### Assessment/Evaluation

Include measurable goals for student academic achievement and benchmarks for meeting those goals.

-  The **READ 180 Management Suite** continuously gathers data from the moment a student logs on to the Software. This data includes the results of ongoing diagnostic and curriculum-embedded assessments, as well as continuous evaluation of student progress and mastery. The Management Suite also produces detailed progress reports, allowing teachers to identify the skills mastered and areas where improvement is needed so instruction can be modified accordingly.
  
-  The reliability- and validity-tested **Scholastic Reading Inventory Interactive (SRI)** that is part of the **READ 180** program is an effective instrument for gathering data that can be used to evaluate the effectiveness of the grant project. SRI helps teachers individualize instruction, track student reading growth over time, and match readers to text.

#### **Educational Goal:**


The district will determine the effectiveness of the reading intervention program at raising student achievement over the period of the grant project.

<b>Objective (Performance Target)</b>	<b>Positions Responsible</b>	<b>Timeline</b>	<b>Effectiveness Indicator</b>
In the Spring of 2003, 80% of students involved in the technology-based reading intervention program will raise their 2002 scores on the state reading assessment by five points.	Teachers, Technology Leaders, Campus Administrators	March 2003	Number of points gained in reading between the 2002 the 2003 state assessments.

## CSR 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.*

<b>Educational Goal:</b> All teachers will be able to integrate advanced multimedia applications into curricula and instruction at all grade levels.			
<b>Objective:</b> For the 2003 school year, 100% of the 8th grade reading teachers will use technology to improve student reading skills.			
Specific Activities	Positions Responsible	Timeline	Effectiveness Indicator
1. Purchase <b>READ 180</b> .	Department Chairperson	April 2003	Purchase order
2. Schedule 1 leadership training session for administrators, technology coordinators, and reading coaches.	Campus Administrator	August 2003	Number of administrators, technology coordinators and 8th grade teachers completing the training
3. Schedule 1 implementation training for 8th grade teachers.	Department Chairperson	August 2003	Number of 8th grade teachers completing the training
4. Enroll 8th grade teachers in the <i>Scholastic Red</i> facilitated online professional development course to assist in the effective implementation of <b>READ 180</b> .	Department Chairperson	August 2003	Number of 8th grade teachers completing the <i>Red</i> course
5. Implement the <b>READ 180</b> program.	8th grade Teachers	September 2003	Number of 8th grade teachers using <b>READ 180</b>
6. Students take state reading exams.	8th grade Teachers	April 2004	Increase in reading scores over the April 2003 scores

## CSR Grant Assistance Toolkit

### Sample Personnel Chart of Key Project Members

A project management plan specifies how grant activities will be managed and monitored on a day-to-day basis to ensure successful implementation. This chart is an example of how the qualifications and responsibilities of project management team members can be presented.

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

### **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 84-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.