

Grant Assistance Toolkit

Enhancing Education Through Technology

Featuring *READ 180*™ with Professional Development from *Scholastic Red*™

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

- Funding program information
- Alignment of **READ 180** to Ed Tech 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 four 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.*

Scholastic's Commitment

Scholastic is committed to the sustainability of quality programs in order to improve teaching and learning. For more information about the products included in this toolkit, please contact your Scholastic Regional Office.

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800-342-5331

Northeast
800-878-8398

Southeast
800-221-5312

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

Funding Program Overview: Enhancing Education Through Technology

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

Goal of Ed Tech

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

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

Allocation of Funds

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

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


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

Acceptable Use of Funds

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

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

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

Eligibility

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

Required Project Components


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

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

 For the **READ 180** alignment to 12 of these criteria, please see the chart on pages 5-11.


Accountability

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


 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 Federal Ed Tech Requirements


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

Required Ed Tech Components	 READ 180 Alignment
<p>1. <u>Strategies for improving academic achievement and teacher effectiveness:</u> A description of how the applicant will use Ed Tech funds to improve the academic achievement, including technology literacy, of all students attending schools served by the LEA and to improve the capacity of all teachers in schools served by the LEA to integrate technology effectively into curriculum and instruction.</p>	<p>READ 180 is a research-based, intensive reading intervention program designed to meet the needs of students in grades four and above. This program has been proven to significantly raise the reading scores of students in urban, suburban, and rural schools. READ 180 uses computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Language Learners, students with disabilities, and below level students.</p> <p>Through its <i>Topic CDs</i>, READ 180 effectively integrates technology to provide students with individualized instruction and practice in these essential reading skills: phonics, syllabication, spelling, fluency, word analysis, vocabulary, and comprehension. Additional instructional support is provided through two accompanying guides: Writing and Grammar Strategies and Reading Strategies.</p> <p>The READ 180 Software allows for continuous assessment and immediate feedback that provides students and teachers with the information needed to track learning gains, measure program effectiveness, and inform instruction.</p> <p>All READ 180 teachers receive the training needed to effectively implement the program in the classroom and the personal support needed to sustain effectiveness over time.</p> <ul style="list-style-type: none"> • On-site, implementation training provides “hands on” experience for teachers implementing READ 180. • Through <i>Scholastic Red</i>, teachers and administrators may take on-site and online professional development courses that teach them how to implement best-teaching strategies and effectively manage READ 180 in the classroom. • Teachers have access to a toll-free hotline, e-mail, and web-chat support. • Teachers receive additional resources and personal support to apply what they've learned in the classroom.


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Required Ed Tech Components	 READ 180 Alignment
<p>2. <u>Goals:</u> A description of the applicant’s specific goals, aligned with challenging state standards, for using advanced technology to improve student academic achievement.</p>	<p>READ 180 can help support district goals that include improving reading achievement because READ 180 provides targeted skills instruction that is aligned to state standards in these areas:</p> <ul style="list-style-type: none"> • Phonics and syllabication • Spelling • Fluency • Word analysis and vocabulary development • Comprehension • Writing • Grammar, usage, mechanics • Test-Taking Strategies <p>For READ 180 correlations to state standards, visit this website: http://teacher.scholastic.com/products/read180/fund/index.htm</p> <p>READ 180's Topic CDs deliver individualized reading instruction in the context of these content areas: people and cultures, science, math, history and geography. Students also independently read leveled paperbacks in a variety of genres such as fiction, nonfiction, poetry, classics, and biography.</p>
<p>3. <u>Steps to increase accessibility:</u> A description of the steps the applicant will take to ensure that all students and teachers have increased access to technology.</p>	<p>READ 180 includes computer-adaptive instruction as part of its rotational model. A small group of students works with the <i>Software</i> while others are being instructed by the teacher or reading independently. A typical READ 180 classroom requires five student workstations for a class of 15 students. Every student participating in the program uses the <i>Software</i> on a daily basis. The <i>Software</i></p> <ul style="list-style-type: none"> • Provides customized reading instruction and practice that is individualized and adjusted based on continuous assessment and immediate feedback. • Offers Spanish-language support features. • Incorporates customizable options for students with visual and auditory difficulties. • Includes video segments that are closed-captioned. • Provides engaging, relevant, and age-appropriate leveled reading material in multi-cultural contexts. <p>Internet connectivity is required for teachers to participate in the online professional development course from <i>Scholastic Red</i>. Teachers also use the Internet to receive advice and support from an experienced READ 180 teacher, as well as download resources such as lesson plans, graphic organizers, classroom management forms, and professional articles. In addition, the Internet is used to communicate with READ 180 technical experts. http://teacher.scholastic.com/products/read180/techsupp/index.asp</p>


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Required Ed Tech Components	 READ 180 Alignment
<p>4. <u>Promotion of curricula and teaching strategies that integrate technology:</u> A description of how the applicant will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research and leading to improvements in student academic achievement.</p>	<p>READ 180 effectively integrates technology to raise student achievement by delivering a systematic program of reading intervention that incorporates technology-based continuous assessment and feedback, individualized instruction, and a comprehensive in-service and professional development plan. The READ 180 Software continually monitors and tracks student performance and uses the data to adjust reading instruction. The Software also provides teachers with instant access to a variety of diagnostic reports, so they can provide targeted instruction based on specific needs.</p> <p>READ 180 was developed in collaboration with Vanderbilt University and is based on ten years of research by Dr. Ted Hasselbring. From 1994 through 1998, the program was tested in Orange County Public Schools in Orlando, Florida, and repeatedly proved that it could raise reading scores. Since 1998, READ 180 has been successfully implemented in thousands of classrooms and continues to demonstrate its success at improving the literacy skills of struggling readers. READ 180's effectiveness at raising reading scores has been independently validated through efficacy studies conducted in Atlanta, GA; Boston, MA; Dallas, TX; Columbus, OH; Los Angeles, CA; and the Department of Defense Schools.</p> <p>The in-service and professional development plan that is part of READ 180 includes a facilitated online course from <i>Scholastic Red</i> to ensure the implementation of best-teaching practices in an effectively managed READ 180 classroom. <i>Scholastic Red</i> is a comprehensive research-based professional development program that gives teachers and principals ongoing support to help them raise student achievement in reading.</p>
<p>5. <u>Professional development:</u> A description of how the applicant will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.</p>	<p>To ensure the success and sustainability of the READ 180 program, 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"> 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 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"> • Proven, scientifically based teaching strategies and methods to help raise student achievement in reading. • 24-hour, just-in-time access to resources and training. • Interactive simulations and video modeling of research-based practices by master practitioners in real classrooms. <p>(Optional ongoing training and support for teachers by <i>Scholastic Red</i> Consultants and <i>Red</i>-trained Facilitators is also available, as well as additional <i>Scholastic Red</i> online courses that build upon the READ 180 program.)</p>


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Required Ed Tech Components	 READ 180 Alignment
<p>6. <u>Technology type and costs:</u> A description of the type and costs of technology to be acquired with education technology funds, including provisions for interoperability of components.</p>	<p>READ 180 can be used with a MacIntosh or PC Windows platform. The following specifications for Student/Teacher workstations are <i>recommended</i> to operate the READ 180 program:</p> <ul style="list-style-type: none"> • Pentium 2, 233 MHz or higher or MacIntosh G3, 233 MHz or higher Processors for the student/teacher workstations. • 64MB or higher of RAM Memory. • 150MB free of Hard Disk Space on Student Workstations. 170MB free of Hard Disk Space on Teacher Workstations. • 10/100 base-T Ethernet Card • Windows 95, 98, ME, NT, 2000, or XP operating systems or Mac OS 7.5 or higher. • 8x CD-ROM, Headphones, Microphones, 640x480 16-Bit Color Monitor <p>READ 180 is a network product; some form of local area network is required for installation of the centralized student database. The following specifications for Servers are <i>recommended</i> to operate the READ 180 program:</p> <ul style="list-style-type: none"> • Pentium 2, 400 MHZ or higher or G3, 350 MHz or higher • 128 MB or higher of RAM Memory • 4.5 GB Hard Disk Space reserved for READ 180 • 10/100 base-T Ethernet Card • Windows NT Server 4.0, Windows 2000, or AppleShare IP 6.2 or higher, MAC OS X <p>For <i>minimum</i> technical requirements, please refer to the READ 180 Program Guide.</p> <p>READ 180 comes in a standard package of core teacher materials, a leveled paperback collection, an <i>Audiobook</i> collection, <i>Topic CD</i> software with 60 student licenses, <i>Scholastic Reading Inventory Interactive</i> assessment software, <i>Scholastic Reading Counts!</i> software, <i>Scholastic Management Suite</i> software, and an online, interactive professional development course. In addition, Scholastic offers supplemental products and support services for READ 180 classrooms. Please contact a Scholastic representative to discuss a customized plan and review associated costs.</p> <p><i>Scholastic Red</i> system requirements:</p> <ul style="list-style-type: none"> • Internet connectivity • Four software plug-ins: Adobe Acrobat, Internet Explorer, Flash, RealPlayer
<p>7. <u>Coordination with other resources:</u> A description of how the applicant will coordinate activities funded through the education technology program with technology-related activities supported with funds from other sources.</p>	<p>READ 180 and <i>Scholastic Red</i> can be integrated with specific technology-related school activities using Ed Tech funds and money from state, local, foundation, and other sources. The federal funding programs for which READ 180 and <i>Scholastic Red</i> qualify include:</p> <ul style="list-style-type: none"> • Title I, Part A – Improving Basic Programs • Title I, Part F– Comprehensive School Reform • Title II, Part A – Improving Teacher Quality • Title III – English Language Acquisition • Title IV, Part B – 21st Century Community Learning Centers • Title V, Part A – Innovative Programs


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<p>8. <u>Integration of technology with curricula and instruction:</u> A description of how the applicant will integrate technology (including software and electronically delivered learning materials) into curricula and instruction, and a timeline for this integration.</p>	<p>READ 180 follows an instructional model that research has shown is an effective way to structure a classroom for teaching and learning. This instructional model fosters daily student-teacher interaction through whole-group, small-group, and one-on-one instruction. The READ 180 Intensive Intervention Model follows this three-part plan on a daily basis:</p> <ol style="list-style-type: none"> 1. Teacher-led whole-group literacy instruction 2. Three small-group rotations <ol style="list-style-type: none"> a. Teacher-led instruction targeted to specific needs b. Independent reading with <i>Audiobooks</i> and paperbacks c. Individual computer-adapted instruction using the READ 180 Software 3. Whole-class teacher-led discussion that may cover books, videos, progress, and program issues. <p>While a 90-minute time block is recommended in order to make the most gains, the READ 180 model can be modified to fit different scheduling needs.</p>
<p>9. <u>Innovative delivery strategies:</u> A description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance-learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.</p>	<p>READ 180's innovative approach to reading intervention combines the best research-based practices in reading instruction with the most effective use of technology in the classroom.</p> <p>All the READ 180 components work together following a proven instructional model to provide individually adjusted instruction for every student and support for every READ 180 teacher.</p> <ul style="list-style-type: none"> • Software for instructional reading • Instructional materials for teachers • <i>Audiobooks</i> for modeled reading • Leveled paperbacks for independent reading • In-person training and professional development from Scholastic Reading Consultants. • Ongoing, online professional development for READ 180 through <i>Scholastic Red</i> courses • Online support and advice from Scholastic through e-mail communication with a READ 180 Specialist and/or Technical Support Team
<p>10. <u>Parental involvement:</u> A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology used.</p>	<p>The READ 180 program promotes parental involvement in these ways:</p> <ul style="list-style-type: none"> • READ 180's paperback books can be shared with parents at home. • Individual diagnostic reports generated by the <i>Software</i> can be shared with parents during conference times. • A Parent Letter, also available in Spanish, is generated by the <i>Software</i> to provide parents with a record of student progress and suggestions about how parents can be supportive at home. • Family engagement ideas are presented in every <i>Scholastic Red</i> course.

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Required Ed Tech Components	 READ 180 Alignment
<p>11. <u>Accountability measures:</u> A description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging state academic standards</p>	<p>READ 180 provides continuous assessment and immediate feedback for students and teachers. The READ 180 program contains tools for initial screening, diagnostic placement, progress monitoring, and progress evaluation. All student data generated by the <i>Software</i> is tracked and monitored by the <i>Scholastic Management Suite</i> and used to adjust instruction. The <i>Management Suite</i> also generates detailed reports to track learning gains and inform teacher-led instruction. Data is gathered through these software applications:</p> <ol style="list-style-type: none">1. <i>Scholastic Reading Inventory Interactive:</i> This norm-referenced assessment instrument uses the highly accurate Lexile Framework as a diagnostic tool to place students at the best level in the program so they can read with success.2. READ 180 Software: The <i>Software</i> provides instant access to reports about progress in word study, comprehension, vocabulary, and spelling. There are individual alerts, reading reports, diagnostic reports and whole-class progress reports.3. <i>Scholastic Reading Counts!:</i> The <i>Reading Counts!</i> assessment instrument monitors student completion of <i>Audiobooks</i> and paperback books in the READ 180 program. Quiz results are fed into the <i>Management Suite</i>, which can generate a variety of reports for teachers, students, and parents based on the <i>Reading Counts!</i> data. <p>To help monitor the implementation and effectiveness of a READ 180 classroom, administrators receive specific information during an Administrative Leadership presentation that is held prior to implementation. During the presentation a READ 180 Classroom Instructional Rubric is distributed which contains indicators that cover classroom environment, reading and writing instruction and assessment.</p> <p>The <i>Scholastic Red</i> professional development program provides principals with training that helps them in their role as instructional leaders and supporters of classroom teachers. The training also gives principals various tools to evaluate the implementation of research-based reading strategies in the classroom.</p>

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<p>12. <u>Supporting resources:</u> A description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources, that will be acquired to ensure successful and effective uses of technology.</p>	<p>READ 180 is a comprehensive program that contains all the components needed to implement an effective reading intervention program that will raise student achievement.</p> <p><u>Technology resources</u></p> <ul style="list-style-type: none">• <i>Topic CDs</i>, which provide background knowledge, skills instruction, and visual imagery.• <i>Audiobooks</i>, which model fluent reading and provide a “Reading Coach” to help students develop successful reading strategies.• <i>Scholastic Management Suite</i> collects all the data about students and provides detailed reports that can be used to inform instruction and learning. The Management Suite helps teachers manage all the student software applications.• Help features embedded in the <i>Software</i>. <p><u>Student materials</u></p> <ul style="list-style-type: none">• Paperbacks that accompany the <i>Audiobooks</i>.• Leveled paperbacks that allow students to read confidently at their own level. <p><u>Teacher materials</u></p> <ul style="list-style-type: none">• Teacher’s Guide with writing, grammar, and reading strategies.• Teacher’s Resource Book, which provides reproducible assignments, graphic organizers, classroom management forms, and other tools.• Software manual, which provides detailed instructions for installing and using all software programs.• Reports Guide to help use <i>Scholastic Management Suite</i> reports. <p><u>In-service and professional development</u></p> <ul style="list-style-type: none">• On-site implementation training to provide teachers with literacy and technology support for starting the program.• Follow-up training sessions that focus on instructional strategies and practical suggestions for using READ 180.• An online professional development course through <i>Scholastic Red</i>, <i>READ 180: Making it Work in the Classroom</i>, to provide teachers with added support for successfully implementing and managing a READ 180 classroom. The following resources are included with every <i>Red</i> course:<ul style="list-style-type: none">○ Online teacher resources such as lesson plans, management tools, student activities, and professional articles○ Software Upgrade Pack with all the necessary software plug-ins○ RedTV CD with all the multimedia for each course that can be used independently of the Internet <p><u>Additional support services for READ 180</u></p> <ul style="list-style-type: none">• On-site installation upon request.• Telephone support for installation and troubleshooting suggestions.• On-site software support from Scholastic’s technical experts.• Online support that is available at any time.• E-mail support.

Customize Your Competitive Grant

This section of the Toolkit provides basic information for those preparing to write a competitive Ed Tech grant. It is *not* intended to fully explain every grant application, but should help you understand what to include. While applications do vary, the basic parts of a competitive Ed Tech grant are fairly consistent.

 *Because each state has considerable flexibility in developing the criteria and priorities for awarding Ed Tech competitive grants, it is important to obtain the official application from your state department of education as it contains the official instructions, schedules, and application requirements.*

Parts of an Ed Tech Grant Application


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

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

1. Summary or Abstract

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

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

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

2. Needs Assessment

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

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


Step One: Gather the Data

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

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

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

A sample staff assessment survey to determine the technology skills can be found on pages 31-34. Responses can be tabulated using Scantron forms.

 *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 Ed Tech grant program. An educational goal states the planned outcome that will solve the problems addressed in the needs assessment. Project goals must be *educational goals* and not merely the acquisition of technology.

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


1. *Instructional Design & Content*
2. *Professional Development*
3. *School-to-Home Connection*
4. *Assessment and Evaluation*

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

Objectives should be **S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**imely (SMART).

Effectiveness indicators detail the type of information used to measure whether or not an objective is reached. These indicators should be objective and quantifiable. *Effectiveness indicators* can include, but are not limited to:

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



 *Please see examples of ways to organize your goals, objectives, and effectiveness indicators on pages 20-22 of this Toolkit.*

4. Activities and Timeline


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

- Methods used to identify and promote educational strategies that integrate technology effectively into the curriculum
- Steps taken to ensure access to technology for students and teachers
- Actions to promote parent involvement and increase communication
- Strategies for using innovative means to deliver specialized curricula

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-  *Be sure your activities:*
 - o *Relate directly to the program goals, as well as to the project description and project requirements of the RFA.*
 - o *Address the identified needs of the targeted population that should include students, teachers, and parents.*
 - o *Are clearly stated and sufficient to carry out the proposed program.*
 - o *Are designed to provide measurable outcomes.*
-  *Sample activities for the goal area of Instructional Design/Content can be found on page 23.*


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


-  *Please see examples of ways to organize your activities into a Quarterly Timeline on pages 24-25 of this Toolkit.*

5. Professional Development

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

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

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

 **READ 180** 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 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.*
-  *Information about the project team members can be presented in a chart similar to the one on page 26.*


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 nonconsumable, 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 technology-related school or district activities that are being funded from sources other than Ed Tech. The federal funding programs for which **READ 180** and Scholastic Red qualify include:*
 - Title I, Part A – Improving Basic Programs
 - Title I, Part F– Comprehensive School Reform
 - Title II, Part A – Improving Teacher Quality
 - Title III – English Language Acquisition
 - Title IV, Part B – 21st Century Community Learning Centers
 - Title V, Part A – Innovative Programs

8. Sustainability

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

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

9. Assessment and Evaluation


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

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

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


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

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

 *A sample Evaluation Plan is provided on pages 27-30. Because every grant project is unique, it is important to adapt the language in the evaluation plan so it is customized to your specific project.*

Be sure to detail a comprehensive evaluation plan with specific accountability measures and procedures that identify and assess:

- Student Academic Achievement—To meet one of the required performance indicators and educational goals, determine how the proposed project will increase student achievement and then measure the success of the project's methods. Acceptable measures of student achievement should be standards based, criterion-referenced assessments.

 *The **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, and*
3. *The Reading Counts! assessment instrument consists of hundreds of software-based, multiple-choice quizzes to monitor independent reading.*

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- Teachers' ability to effectively integrate technology into curricula and instruction—An Ed Tech competitively funded project must improve the capacity of teachers to successfully integrate technology into curricula and instruction.
 - ✎ *At the end of the grant project period, repeat the administration of the same Technology Survey for Teachers and Administrators that was given at the beginning of the project period. Analyze the differences in responses to determine growth. This survey can be found on page 31 of the Toolkit.*
 - 📖 *All the **READ 180** components work together following a proven instructional model to provide individually adjusted instruction for every student and support for every **READ 180** teacher. **READ 180** teachers receive specific training so they learn to effectively use the **READ 180** Management Suite to monitor and track student progress and provide individualized and targeted instruction based on the reports generated by the Software.*
- Parental Involvement—An extremely important requirement of the Ed Tech competitive grant program is that projects demonstrate an increase in parental involvement and communication. One way to gather the parental involvement data is to survey parents' opinions and behaviors regarding their involvement in schools. Match your goals to the needs identified on the survey.
 - 📖 ***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

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

- ✎ *The budget is an estimate of the project costs, but the project budget should be as accurate as possible at the time of submission. It should not include any "padded" amounts for expenditures.*
- ✎ *The budget and narrative should align directly. It is best to make a list of all budgetary costs, based upon the narrative sections. Make sure that the budget includes a line item for every cost that the narrative describes.*
- ✎ *It is advisable to consult with your business office prior to submitting the application.*


11. Appendix

The appendix will vary depending on what the application allows. Some do not allow an appendix, while others require that such documents as letters of support, résumés of key personnel, job descriptions, and schematics of technology networks be included.


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

Grant Writing Tools and Tips

Helpful Hints

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

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

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

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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.*

Instructional Design/Content

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

 **READ 180** 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


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Instructional Design/Content, cont.

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

Professional Development

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


-  **READ 180** offers a four-step in-service and professional development plan that district teams may customize. It includes
- On-site leadership development for principals, reading coaches, and technology coordinators
 - On-site implementation for **READ 180** teachers and reading coaches
 - On-site, interactive follow-up for **READ 180** teachers and reading coaches
 - A facilitated, online, or in-person professional development course from *Scholastic Red* entitled "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.			
Objective (Performance Target)	Positions Responsible	Timeline	Effectiveness Indicator
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

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School-to-Home Connection

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

 **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.

Objective (Performance Target)	Positions Responsible	Timeline	Effectiveness Indicator
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

Assessment/Evaluation

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

 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 technology-based reading intervention program at raising student achievement over the period of the grant project.

Objective (Performance Target)	Positions Responsible	Timeline	Effectiveness Indicator
In the Spring of 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.

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Sample Activities

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

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

Educational Goal: All teachers will be able to integrate advanced multimedia applications into curricula and instruction at all grade levels.			
Objective: For the 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 READ 180 .	Department Chairperson	April 2003	Purchase orders
2. Schedule one 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 one implementation training session 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 READ 180 .	Department Chairperson	August 2003	Number of 8th grade teachers completing the <i>Red</i> course
5. Implement the READ 180 program.	Eighth grade teachers	September 2003	Number of 8th grade teachers using READ 180
6. Students take state reading exams.	8th grade teachers	April 2004	Increase in reading scores over the April 2003 scores

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Sample Quarterly Timeline

This sample timeline includes generalized activities that occur each quarter. Applicants are encouraged to organize grant activities into a similar quarterly timeline, which allows for time fluctuations depending on the release of funds.

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


First Quarter

- Organize Executive Committee
- Plan and begin quarterly meetings to monitor and adjust programmatic and financial activities
- Review grant activities and organize into quarterly timelines
- Create a checklist for each quarter's activities
- Meet with district and campus personnel to distribute quarterly timeline and checklist of activities
- Meet with project evaluator to plan progress monitoring deadlines and make a list of evaluation documentation to be collected quarterly
- Meet with community partners to review responsibilities
- Begin purchasing


 ***READ 180** comes in a standard package of core teacher materials, a leveled paperback collection, an Audiobook collection, Topic CD software with 60 student licenses, Scholastic Reading Inventory Interactive assessment software, Scholastic Reading Counts! software, Scholastic Management Suite software, and an online, interactive professional development course. In addition, Scholastic offers supplemental products and support services for **READ 180** Classrooms. Please contact a Scholastic representative to discuss a customized plan and review associated costs.*

Second Quarter

- Develop evaluation forms and processes for collecting information and data

 *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.*

- Begin monthly project meetings with campus personnel
- Conduct professional development and quarterly thereafter
- Continue purchasing
- Meet with parents at each site to solicit input on program effectiveness
- Conduct instructional technology activities


 ***READ 180** includes computer-adaptive instruction as part of its rotational model. A small group of students works with the Software while others are being instructed by the teacher or reading independently. A typical **READ 180** classroom requires five student workstations for a class of 15 students. The Software*

- *Provides customized reading instruction and practice that is individualized and adjusted based on continuous assessment and immediate feedback.*
- *Incorporates customizable options for students with visual and auditory difficulties.*
- *Provides age-appropriate leveled reading material in multicultural contexts.*
- Conduct administrative walk-through observations to assess technology integration into instruction
- Assess program level of success and progress toward goals and objectives
- Gather documentation of all programmatic activities at monthly meetings
- Assess project goals, objectives, timelines, and check lists to ensure project is on target

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Third Quarter

- Complete final purchasing of grant materials
- File required financial and programmatic progress reports
- Continue professional development activities

 *READ 180 is supported by a facilitated online 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.*
- *24-hour, just-in-time access to resources and training.*
- *Interactive simulations and video modeling of research-based practices by master practitioners in real classrooms.*

*Optional ongoing training and support for teachers by Scholastic Red Consultants and Red-trained Facilitators are also available, as well as additional Scholastic Red online courses that build upon the **READ 180** program.*

- Continue instructional development activities
- Host Student Technology Fair to display and demonstrate student work
- Continue to gather documentation of project activities
- Meet with external evaluator to share documentation and set deadlines for final evaluation activities
- Assess project goals, objectives, timelines, and checklists to ensure project is on target


Fourth Quarter

- Conclude instructional technology activities
- Conclude parental involvement activities

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

- ***READ 180's** paperback books can be shared with parents at home.*
- *Individual diagnostic reports generated by the Software can be shared with parents during conference times.*
- *A Parent Letter, also available in Spanish, is generated by the Software to provide parents with a record of student progress and suggestions about how parents can be supportive at home.*
- *Family engagement ideas are presented in every Scholastic Red course.*

- Conclude professional development activities
- Meet with school sites to gather final documentation for evaluation plan
- Executive Committee meets to evaluate project milestones and plan for sustainability of project

 *Scholastic is committed to ensuring the sustainability of **READ 180** beyond the period funded by a 21st CCLC grant. To this end, Scholastic will work with a district to train its teachers in the use of effective, research-based instructional methodologies and offers a variety of ongoing support to ensure the continued development of the skills and strategies students need to succeed in school.*

- File final financial reports
- File final programmatic reports

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Sample Staffing Chart of Key Project Members

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

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

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

Sample Evaluation Plan

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

Evaluation Design

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


The evaluation design includes both process and product evaluation to:

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

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

The evaluation design will be guided by the following questions:

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

 *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.*

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

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The following process data will be collected:

1. District & Campus Records.


The external evaluator will track project objectives through quantitative data, such as purchase orders, numbers of students/teachers served, and inventory records.

2. Project Meetings.

The Project Manager, campus coordinators, and Executive Committee will evaluate the program implementation on a quarterly basis. Meetings will focus on project progress and any necessary modifications to the project.

3. Classroom Observations.


The campus administrators will visit classrooms randomly to acquire information on how educators have adapted the program for instructional use. Evaluative information will be drawn from observations of classroom applications, in the form of administrative walk-through forms.

 *The **READ 180** instructional model is designed to foster daily student-teacher interaction through whole group, small group, and one-on-one instruction during a 90-minute class period. Every student participating in the program uses the Software on a daily basis. Students also listen to modeled reading through Audiobooks, read paperbacks, and watch motivating videos.*

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?*

 ***READ 180** reading intervention program helps students break out of the cycle of failure caused by below-level reading proficiency. Because instruction and practice are customized according to student’s abilities, they experience success from the start. Anecdotal records from studies of **READ 180** indicate that 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.

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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.

 *The following **READ 180** assessment tools provide detailed information on student achievement that can be used to determine whether benchmarks are being met:*


- *Assessment embedded in the instructional Software continually tracks student progress in the Reading, Word, Spelling, and Success Zones.*
- *Scholastic Reading Inventory measures student improvement over time and generates 14 class and individual progress reports.*
- *Scholastic Reading Counts! automatically feeds the results from hundreds of software-based, multiple-choice book quizzes into the Scholastic Management Suite, which can generate 31 reports*

2. Student work samples.

To evaluate increases in students' knowledge and skills developed in the program, teachers will collect student work samples.

3. Evaluation of professional development.

Teachers will provide written feedback about training; identifying strengths, weaknesses, and possible modifications. These evaluations will be used to continually improve the project professional development plan.

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

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

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4. End-of-project survey.

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

5. Comprehensive Final Report.

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

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

Evaluation of Long-Term Impact

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

Sustainability

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

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

Sample Technology Survey for Teachers and Administrators

A well-developed survey can be an effective way to gather data that can be useful for a grant project. Surveys can be used to

- Inform a Needs Assessment at the beginning of a grant project
- Guide development of Educational Goals, Objectives, and Activities
- Help in the Assessment/Evaluation phase of a grant as a tool for measuring growth over time.

Technology Survey

The following survey is required of all teachers and administrators. We will use this information to assess the overall skill levels within our LEA. This information is also crucial to our acquiring formula and competitive grant funds.

Please judge your level of achievement on each of the following competencies. Mark the answer that best reflects your current skills. Be honest, but be kind with yourself.

1. Basic Computer Operation

- A. I do not use a computer.
- B. I can use the computer to run a few specific, pre-loaded programs. It has little effect on either my work or home life. I am somewhat anxious I might damage the machine or its programs.
- C. I can set up my computer and peripheral devices, load software, print, and use most of the operating system tools like the scrapbook, clock, notepad, find command, and recycle bin.
- D. I can run two programs simultaneously, and have several windows open at the same time. I can customize the look and sounds of my computer. I use techniques like ALT-TAB to work with multiple programs. I look for programs and techniques to maximize my operating system. I feel confident enough to teach others some basic operations.

2. File Management

- A. I do not save any documents I create using the computer.
- B. I save documents I've created, but I cannot choose where they are saved. I do not back-up my files.
- C. I have a filing system for organizing my files, and can locate files quickly and reliably. I back-up my files to floppy disks on a regular basis.
- D. I regularly run a disk-optimizer on my hard drive, and use a back-up program to make multiple copies of my files on a weekly basis. I have a system for archiving files, which I do not need on a regular basis, to conserve hard drive space.

3. Word Processing

- A. I do not use a word processor, nor can I identify any uses or features it might have which would benefit the way I work.
- B. I occasionally use the word processor for simple documents, which I know I will modify and use again. I generally find it easier to handwrite or type most written work I do.

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- C. I use the word processor not only for my work, but have used it with students for all of the stages of writing as a process.

4. Spreadsheet Use

- A. I do not use a spreadsheet, nor can I identify any uses or features it might have which would benefit the way I work.
- B. I understand the use of a spreadsheet and can navigate within one. I can create a simple spreadsheet that adds a column of numbers.
- C. I use a spreadsheet for several applications. These spreadsheets use labels, formulas, and cell references. I can change the format of the spreadsheets by changing column widths and text style. I can use the spreadsheet to make a simple graph or chart.
- D. I use the spreadsheet not only for my work, but have used it with students to help them improve their own data keeping and analysis skills, showing them how to explore questions and the power of mathematical relationships.

5. Database Use

- A. I do not use a database, nor can I identify any uses or features it might have which would benefit the way I work.
- B. I understand the use of a database and can locate information within one that has been pre-made. I can add or delete data in a database.
- C. I use databases to collect and analyze data. I can create a database from scratch, defining fields and creating layouts in order to support inquiry. I can sort and print the information in layouts that are useful to me.
- D. I can use formulas with my database to create summations of numerical data. I use the database not only for my own work, but have used it with students to help them gather and analyze data to explore research questions.

6. Graphics Use

- A. I do not use graphics in my word processing or presentations, nor can I identify any uses or features they might have which would benefit the way I work.
- B. I can open, create and place simple pictures into documents using painting and drawing programs.
- C. I can open, create, modify and place graphics into documents in order to help clarify or amplify my message.
- D. I can manipulate and interpret graphics using image-processing software (such as CAD, GIS or PhotoShop) for the purpose of design or analysis. I promote student interpretation and display of visual data using a variety of tools and programs.

7. Browser Operation and Internet Research

- A. I do not use a browser, nor can I identify any uses or features it may have which would benefit the way I work.
- B. I can start up a browser and use the World Wide Web menus to find basic information on the Internet, but I spend little time doing so.

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- C. I am able to make profitable use of Web-searching software as well as lists of Internet resources to explore educational resources.
- D. I can create my own HTML pages and hot-lists of resources. I have shown my students how to mine the information resources available on the Internet as well as other networked information sources.

8. Telecommunications Use

- A. I do not use electronic mail, nor can I identify any use or features it might have which would benefit the way I work.
- B. I understand that there is a large amount of information available to me as a teacher, which can be accessed with electronic mail. I send occasional requests for information and messages using e-mail – mostly to friends, family, and district colleagues.
- C. I use e-mail to access professional information from list servers. I am an active participant in online discussions and check my e-mail account on a regular basis.
- D. I involve my students in using e-mail to communicate with other students and various kinds of experts from other states and nations.

9. Ethical Use Understanding

- A. I am not aware of any ethical issues surrounding computer use.
- B. I know that some copyright restrictions apply to computer software.
- C. I clearly understand the difference between freeware, shareware, and commercial software and the fees involved in the use of each. I demonstrate ethical usage of all software and let my students know my personal stand on this issue.
- D. I am aware of other ethical issues involving technology use including medical and equitable access ones. I can speak to a variety of technology issues at my professional association meetings, to parent groups, and to the general community.

10. Information Searching

- A. I am unlikely to seek information when it is in electronic formats.
- B. I can conduct simple searches with the electronic encyclopedia and library software for major topics.
- C. I have learned how to use a variety of search strategies on several information programs, including the use of “logical operators” such as “and” and “or” to help target the search and find just the right information in the most efficient manner.
- D. I have incorporated logical search strategies into my work with students, showing them the power of such searches with the encyclopedia, for example, to locate information, which relates to their questions.

11. Presentation Skills

- A. After I do my research, I am unlikely to use electronic technologies to save, format or share my findings.

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- B. I would feel comfortable presenting my findings in a single application program such as a word processor, a spreadsheet or a publishing program.
- C. I am proficient at incorporating and sharing my findings using multimedia presentation software (PowerPoint) that combine elements from a number of applications (a browser, graphics, word processor, database, etc.)
- D. I facilitate my students' use of a variety of applications to persuasively present their research concerning a problem or area of focus in their learning.

12. Technology Integration

- A. I do not see the need to blend the use of new technologies into my classroom learning activities.
- B. I would like to blend the use of new technologies into my classroom learning activities more often than I do, but there just isn't much time or enough access to equipment, and I need more help understanding what strategies will work and how to do it.
- C. From time to time I encourage my students to employ new technologies to support the communicating, data analysis and problem solving outlined in the district technology plan.
- D. I frequently encourage my students to employ new technologies to support the communicating, data analysis, and problem solving outlined in the district technology plan. We have moved dramatically toward a more student-centered technology-supported classroom.

13. Campus Equipment

Our campus needs...

- A. To upgrade our network hardware equipment such as servers, switches, cabling, and/or bandwidth capacity.
- B. To implement distance-learning hardware.
- C. To upgrade, replace, or increase equipment such as desktop or laptop workstations.
- D. To purchase peripheral equipment such as digital cameras, scanners, network printers, presentation monitors, projectors, or other equipment for classroom usage.

14. Campus Training

Our campus staff needs training in...

- A. Basic operations such as word processing, file management, database usage, spreadsheet usage, Internet research, and telecommunications.
- B. Graphics and presentation skills.
- C. Technology integration.
- D. Distance learning.

15. Do you have Internet access at your home?

- A. Yes
- B. No

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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.