

Grant Assistance Toolkit

Reading First

Featuring Professional Development from *Scholastic Red*™

Scholastic Inc. has prepared this Grant Assistance Toolkit to assist Local Education Agencies (LEAs) in the development of a *Reading First* grant project that incorporates professional development from **Scholastic Red**. The Toolkit provides key information in these areas:

- Funding program information
- Alignment of **Scholastic Red** to grant requirements
- Grant writing support

Scholastic Red Professional Development is featured in this Toolkit.

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. **Red's** professional development program blends 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.


All professional development from **Scholastic Red** is grounded in research-based and validated practices that result in teachers learning and applying new strategies to directly influence student performance. **Scholastic Red** courses incorporate these characteristics:

- Research-based content and strategies
- Modeling and presentations by skilled practitioners
- Practice in a controlled risk-free environment
- Coaching, feedback, and reflection
- Coherence and alignment to academic standards
- Promotion of strong, shared leadership by administrators and district leaders

Using the Toolkit

This Toolkit is designed as a resource to provide information that can be used when completing a local application for grant funds. It only addresses application requirements that are pertinent to **Scholastic Red** and does not cover all *Reading First* expectations. The Toolkit also includes grant writing tips and examples of the types of information needed when applying for a grant. 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 Red** 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

Southwest
800-221-5312

West/Midwest
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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 *Reading First* application.*

 *Scholastic is available to assist you with the development of a customized professional development plan. Please contact your Scholastic Regional Office for more information.*

Funding Program Overview: *Reading First*

The information in this section of the Toolkit is based on the federal *Guidance for the Reading First Program* (April 2002) and the *Reading First Criteria for Review of State Applications* that are available at <http://www.ed.gov/programs/readingfirst/guidance.pdf> and <http://www.ed.gov/offices/OESE/readingfirst/ReviewCriteriaFINAL.pdf>

Purpose of *Reading First*

Title I, Part B, of the *No Child Left Behind Act of 2001* (NCLB) is known as *Reading First*. The purpose of the *Reading First* program is to ensure that all students learn to read at or above grade level by the end of third grade by implementing comprehensive reading programs that are based on scientific research.

Eligibility

A State Education Agency awards grants to eligible LEAs on a competitive basis, based upon highest need. An LEA that meets both of the following criteria is eligible to apply to its SEA for *Reading First* funds:


1. Among those LEAs with the highest numbers or percentages of K-3 students reading below grade level, based on current data, **and**
2. One of the following:
 - a) A geographic area that includes an area designated as an empowerment zone, or an enterprise community; **or**
 - b) A significant number or percentage of schools that are identified for school improvement under Title I, Part A; **or**
 - c) The highest numbers or percentages of children who are counted for allocations under Title I, Part A, in comparison with other LEAs in the state

Acceptable Use of Funds

LEA recipients may use *Reading First* funds for a variety of activities, including professional development, provided they are based on scientifically based reading research and align with the LEA's overall *Reading First* plan. However, an eligible LEA that receives a *Reading First* subgrant must use the funds to carry out these activities:

- Instructional assessments
- Reading program
- Instructional materials
- Professional development
- Evaluation strategies
- Reporting
- Access to reading material

 *This Toolkit only addresses the professional development requirement for *Reading First*.*


 **Scholastic Red** provides high-quality professional development that focuses on the application of scientifically based reading research to improve teacher practices and raise student achievement.

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Coordination of Resources

In addition to *Reading First*, other federal programs require high-quality professional development that is grounded in scientifically based research. Funds for these programs could be coordinated and aligned in order to focus activities on improving achievement in reading.


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

 **Scholastic Red** is a comprehensive K-12 professional development solution designed to improve student achievement by changing teacher practices. Courses from **Scholastic Red** focus on improving reading achievement at the elementary school, middle school, and high school levels. Professional development from **Scholastic Red** also qualifies for funding from the programs listed above. For more information about how **Scholastic Red** qualifies for other funding, please contact your Scholastic Regional Office.


Reading First Criteria

Federal legislation requires that *Reading First* funds awarded to LEAs must be used to provide a comprehensive K-3 reading program that uses materials, methods, strategies, and professional development based on scientific reading research.

There are thirteen different criteria that must be addressed in *Reading First* subgrant applications.

 *This Toolkit provides information and examples that relate to professional development for these three Reading First criteria:*

- Instructional Leadership
- District and School Based Professional Development
- Evaluation Strategies


 **Scholastic Red's** support for the Instructional Leadership and District and School Based Professional Development criteria can be found on pages 5-11 of this Toolkit,

Suggestions for incorporating professional development as part of the Evaluation Strategies can be found in the Assessment and Evaluation section on page 17 of this Toolkit.


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Scholastic Red Supports Criteria for Reading First
 Instructional Leadership
 District and School Based Professional Development


According to the *Reading First Criteria for Review of State Applications*, a comprehensive *Reading First* plan that addresses high-quality professional development and instructional leadership must provide the following:

Reading First Requirements	 Scholastic Red Support
<p>Training for principals and building leaders in the essential components of reading and the specific instructional programs and materials in use in their buildings, including the scientific base, implementation process, and progress monitoring related to those programs and materials</p>	<p>Scholastic Red professional development is an intensive program designed to help principals, Reading Coaches, and building leaders provide the necessary literacy leadership and content knowledge to support teachers as they implement a scientifically based reading program.</p> <p>Red courses combine online learning with in-person follow-up and support. They provide a comprehensive solution for improving teacher practice and raising student achievement. Courses include training and materials for principals, building leaders, and Reading Coaches designed to deepen their own understanding of reading and support teachers as they apply their learning in the classroom.</p> <p>In addition to online and in-person training, principals and building leaders receive:</p> <ul style="list-style-type: none"> ▪ A review of research on effective reading instruction ▪ Content overview of the Red course ▪ Learning snapshots to guide principals as they conduct classroom observations of research-based teaching strategies ▪ Tools for coaching teachers <p>District or school-based Reading Coaches are trained as Red Facilitators, who conduct face-to-face reading workshops integrated with course content online. Facilitators are trained to use effective techniques for observing, coaching, and mentoring in order to provide effective ongoing support for teachers as they implement learned skills and strategies.</p> <p>Facilitators receive a handbook, which contains:</p> <ul style="list-style-type: none"> ▪ Explicit plans, activities, and agendas to conduct workshops ▪ Management tools, including observation and evaluation forms ▪ Guidelines for conducting classroom demonstration lessons ▪ Recommended professional reading and web links


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Reading First Requirements	 Scholastic Red Support
<p>Training for Local Education Agency (LEA) personnel to improve their knowledge and skills related to scientifically based reading research and improving reading instruction</p>	<p>Scholastic Red courses taken by LEA personnel expand their knowledge in reading and promote understanding of how to apply scientifically based reading research, skills, and strategies to improve reading. Red courses that help teachers meet <i>Reading First</i> criteria include:</p> <ul style="list-style-type: none"> ▪ <i>Putting Reading First in Your Classroom, Grades K-2</i>, which addresses the five essential elements of reading instruction ▪ <i>Building Fluency, Grades K-2</i>, which focuses on building fluency to develop comprehension ▪ <i>Guided Reading: Making It Work In Your Classroom, Grades K-6</i>, which delivers effective guided reading strategies and assessment techniques to improve student achievement ▪ <i>Building Decoding Skills and Strategies, Grades 3-5</i>, which includes the characteristics of effective phonics instruction and how to incorporate them into classroom use ▪ <i>Improving Reading Comprehension, Grades 3-5</i>, which covers ways to teach strategies that will build background knowledge, vocabulary, and fluency
<p>A clear plan and process for the delivery of professional development to K-3 teachers and K-12 special education teachers with explicit means for assessing the specific professional development needs and designing professional development around those specific needs</p>	<p>Scholastic collaborates with schools and districts to customize professional development plans to help teachers increase literacy for all students. An in-depth needs assessment of K-12 students and teachers focuses on test data and school improvement plans. Red recommends annual planning meetings to assess yearly progress and recalibrate the professional development plan to address instructional needs and goals.</p> <p>Ongoing assessment of teachers' needs occurs through various aspects of the Red model. Online reporting enables principals, building leaders, and Facilitators to monitor teachers' progress in each course. In addition, Facilitators monitor teachers as they implement and reflect on learned skills and strategies.</p> <p>An ongoing Red professional development plan includes a sequence of courses at each grade level that provides teachers with the content knowledge and repertoire of skills needed to satisfy <i>Reading First</i> requirements. Using activities and tools provided in the Facilitator Handbook for each course, local Facilitators train teachers to customize instruction and draw connections to other school or district initiatives.</p> <p>Scholastic Red offers teachers the opportunity to apply for graduate credit or continuing education units from various nationally accredited institutions. These credits could be applied towards recertification in accordance with state requirements and/or used for professional advancement.</p>


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Reading First Requirements	 Scholastic Red Support
<p>A varied and full range of professional development experiences that are intensive, focused and of sufficient duration to achieve the purposes and goals of the training</p>	<p>Scholastic Red offers a full range of ongoing, intensive professional development experiences designed to support teachers as they raise student achievement in reading. The online portion of Red courses is self-paced, and Facilitator-led workshops are scheduled to occur periodically during the online experience. Average duration of a course is approximately two months, though participants can revisit their courses for six months after completion.</p> <p>Each facilitated online course provides:</p> <ul style="list-style-type: none"> ▪ Instant access to research and theory ▪ Video modeling of research-based practices by expert practitioners ▪ Interactive simulations that allow for practice of skills and strategies ▪ Structured feedback, collaboration, and ongoing support ▪ Teacher and student resources that can be immediately used in the classroom <p>Facilitator-led workshops are designed to:</p> <ul style="list-style-type: none"> ▪ Establish a community of learners and connect learning to district/school improvement goals ▪ Give teachers the opportunity to learn and practice research-based strategies and see different approaches to each modeled strategy ▪ Give teachers time with colleagues to reflect on learning and share experiences <p>In-class coaching and mentoring by Red Facilitators provide ongoing support for teachers as they implement skills and strategies in their classrooms.</p>
<p>Teachers to have adequate time for learning and implementing scientifically based reading instruction, including time for study, observation, practice, application, and evaluation</p>	<p>Through the blended model of online and in-person instruction, teachers are provided ample time for learning and implementing reading strategies through:</p> <ul style="list-style-type: none"> ▪ Convenient, 24-hour access to online courses, which provide self-paced instruction, study, and practice ▪ Ongoing access to course content and resources for six months after course completion ▪ Onsite Facilitator-led workshops that provide additional time for learning new strategies, reflecting and sharing with colleagues ▪ Ongoing support from local Facilitators and online Reading Specialists


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Reading First Requirements	 Scholastic Red Support
<p>Coordination of local professional development with State activities related to improving reading achievement</p>	<p>Professional development from Scholastic Red complements and reinforces state activities that are part of its <i>Reading First</i> plan. Red is specifically designed to raise student achievement in reading by improving teacher practices through the application of scientifically based research.</p> <p>All Red courses include instruction on using skills and strategies that align to state standards. Red provides participating schools and districts with specific course alignments to state standards and district reading programs.</p>
<p>Use of a variety of delivery methods to carry out intensive and focused professional development in:</p> <p>(1) Essential components of reading instruction</p>	<p>Red provides intensive professional development designed to meet the requirements of <i>Reading First</i> through facilitated online courses, which include on-site Facilitator-led workshops and in-class coaching and mentoring by Facilitators who provide ongoing support to teachers.</p> <p>(1) Scholastic Red trains teachers in the five essential components of reading instruction:</p> <ul style="list-style-type: none"> ▪ <i>Phonemic Awareness</i>—Oral blending, oral segmentation and phonemic manipulation are modeled on video and audio; users practice via online simulation. ▪ <i>Phonics</i>—Red addresses alphabet recognition, connecting alphabet recognition to phonemic awareness to phonics, blending, and decoding; terms are defined and applied to classroom practice. ▪ <i>Vocabulary Development</i>—The role of vocabulary in early reading instruction is addressed, with attention paid to building students’ oral vocabularies, fostering word consciousness, direct instruction, and teaching important story words and academic language before and during reading. ▪ <i>Fluency</i>—Teachers learn how to assess fluency, build it, and incorporate independent and small-group activities into classroom routines. ▪ <i>Comprehension</i>—Topics covered include teaching children techniques for previewing text, building and activating background knowledge, conducting oral and written retelling of text, and matching children to text.


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Reading First Requirements	 Scholastic Red Support
<p>(2) Implementing scientifically based instructional materials, programs, and strategies</p>	<p>(2) All professional development from Scholastic Red is grounded in research-based, validated practices that result in teachers learning and applying scientifically based reading research strategies that directly influence student performance. Red provides:</p> <ul style="list-style-type: none">▪ Content and strategies that are based on scientifically based reading research▪ Modeling and presentations by skilled practitioners▪ Practice in a controlled risk-free environment▪ Coaching, feedback and reflection▪ Coherence and alignment to academic standards and core reading programs▪ Promotion of strong, shared leadership by principals and district leaders▪ Close alignment with programs and materials that deliver scientifically based reading instruction <p>More than 10,000 teachers in over 150 school districts have participated in Scholastic Red professional development. Teachers, district Facilitators, and principals report that:</p> <ul style="list-style-type: none">▪ Scholastic Red courses helped them learn about research-based skills 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.▪ Local Facilitator-led workshops provide valuable opportunities for additional instruction, collaboration, and personalized support.
<p>(3) Screening, diagnostic, and classroom-based instructional assessments</p>	<p>(3) Scholastic Red courses include assessment skills and strategies for working with different student populations, including special education students, ELD/ELL, and advanced learners. In addition to modeling and online practice of such assessments, teachers receive training and resources for targeting instruction based on diagnostic data.</p> <p>Teachers learn how to use screening and diagnostic assessments to determine their students' gaps in oral fluency, decoding, and comprehension, as well as how to conduct ongoing assessments to monitor student progress.</p>

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Reading First Requirements	 Scholastic Red Support
<p>Initial preparation and ongoing support in implementing new strategies and programs</p>	<p><u>Initial Preparation</u></p> <ul style="list-style-type: none"> ▪ Teachers, principals, building leaders and Reading Coaches/Facilitators receive initial preparation for the Red program through on-site orientation workshops led by Red Reading Consultants. ▪ Teachers learn strategies for implementing research-based reading instruction in every Red course. ▪ Scholastic Red has a 92% teacher completion rate. <p><u>Ongoing Support</u></p> <ul style="list-style-type: none"> ▪ Teachers receive ongoing support from their Red Facilitators. Through Facilitator workshops and in-class mentoring, teachers are supported as they implement learned skills and strategies. ▪ Principals are trained to connect the Red professional development experience to school improvement goals, observe teachers, and to meet regularly with Facilitators to discuss teacher progress. ▪ There is a 100% customer retention rate, 98% of teachers say they are “very satisfied” with the Red course they have taken, and 95% of teachers would like to take another course. <p><u>Additional Support</u></p> <ul style="list-style-type: none"> ▪ All participants receive online advice and feedback from online Reading Specialists, as well as free telephone technical support seven days a week.
<p>Use of individuals highly knowledgeable of scientifically based reading instruction and experienced in program implementation to provide professional development</p>	<p>Scholastic Red course developers consist of leading reading researchers and teachers. The courses also feature a team of effective, knowledgeable teachers, staff developers, and literacy experts from school districts across the country.</p> <p>Red Reading Consultants, who are highly knowledgeable of scientifically based reading instruction, help implement courses in participating schools. All consultants have a Master’s degree or Doctorate in literacy and have an in-depth knowledge of current literacy research, best practices, and national and state standards. They also have extensive classroom experience working with children with diverse needs and backgrounds.</p> <p>Local Red-trained Facilitators, also knowledgeable in scientifically based reading instruction and implementation, are empowered and supported in their role of training teachers.</p>


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Reading First Requirements	 Scholastic Red Support
Ongoing development and support to those serving as trainers and coaches	<p>District Reading Coaches and staff developers receive special training to become Red Facilitators. Through this training, Facilitators:</p> <ul style="list-style-type: none">▪ Become familiar with the online courses, including all research-based content and accompanying materials▪ Receive tools and training for observing and coaching teachers who are implementing newly learned reading strategies.▪ Learn how to demonstrate course strategies in teachers' classrooms <p>Red Facilitators receive ongoing support through the Facilitator Care Program, which offers:</p> <ul style="list-style-type: none">▪ An online discussion board guided by Red Reading Consultants▪ Guidance from the Red Manager of School Services who regularly offers help in planning workshops and evaluating Strategy Use Charts.▪ A toll-free hotline for technical support
Targeted professional development for teachers who need additional assistance with skills and strategies related to improving reading instruction	<p>Red provides teachers with research-based, critical skills and strategies proven to raise reading achievement. Available Red courses provide targeted professional development across the five essential elements of reading instruction:</p> <ul style="list-style-type: none">▪ <i>Putting Reading First in Your Classroom, Grades K-2</i>▪ <i>Building Fluency, Grades K-2</i>▪ <i>Guided Reading: Making It Work In Your Classroom, Grades K-6</i>▪ <i>Building Decoding Skills and Strategies, Grades 3-5</i>▪ <i>Improving Reading Comprehension, Grades 3-5</i> <p>Red Reading Consultants and Facilitators provide targeted assistance for those teachers who would benefit from more specific coaching sessions. These sessions include help with planning and teaching, as well as observation and reflection with the teacher.</p>


Customize Your *Reading First* Application

This section of the Toolkit provides basic information for those preparing to write a *Reading First* grant. It is not intended to fully explain every part of the grant application, but should help you understand how and where to include information related to professional development.

 *Professional development for teachers and training for administrators must be addressed in every Reading First application.*

 ***Scholastic Red** provides high-quality professional development that focuses on the application of scientifically based reading research to improve teacher practices and raise student achievement. The **Scholastic Red** model involves teachers, administrators, and staff developers in a collaborative partnership to enhance the capacity within districts to scale and sustain effective professional development that meets the needs of teachers and students.*


While state applications vary, there are common elements that remain fairly consistent for most competitive grants. These elements are also present in *Reading First* applications. Knowing how to address each will help you understand how to respond to the different *Reading First* criteria.

 *Be sure to obtain the official Reading First application from your state's department of education as it contains the official instructions, schedules, and application requirements.*

Common Elements of a Grant Application

There are 10 elements that are generally covered in grant applications. Information and examples are provided to help you make sure all components are thoroughly addressed. Remember to incorporate specific information that is unique to your project for each of these areas.

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

 *In addition to professional development from **Scholastic Red**, Scholastic offers a number of scientifically research-based products designed to help schools and districts ensure that all students will read at or above grade level by the end of third grade. Please contact your Scholastic Regional Office to learn more about the products that are specifically aligned to Reading First requirements.*

1. Summary or Abstract


The *summary* or *abstract* encapsulates all the components of the proposal and gives an overview of the proposed project – 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 goal – What does the project strive to ultimately accomplish?
- The objectives and effectiveness 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 needs you identify should align with the allowable uses for Reading First funds. Be sure to evaluate professional development needs at this time.*


 **Scholastic Red** will collaborate with districts to meet their need for continuous professional development for the purpose of helping teachers apply scientifically based reading research to improve teaching and learning.

The focal point of the needs assessment should be *acquisition of services* for the targeted population, and *not acquisition of 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
- Need for Print Materials

 *It is important to conduct a staff needs assessment survey prior to determining goals, objectives, 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. Develop a survey that can be tabulated using Scantron forms.*

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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, objectives, 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 state's *Reading First* plan. An educational goal states the planned outcome that will solve the problems addressed in the needs assessment. Project goals must be *educational* goals and not merely the acquisition of funds.

 *Make sure your professional development goals and objectives reflect the Reading First requirements for Instructional Leadership and District and School Based Professional Development as outlined in your local application.*

 *Scholastic Red will partner with districts to customize a comprehensive plan with measurable objectives that specifically addresses professional development needs related to improving reading achievement for students in grades K-3. Please refer to the chart on pages 5-11 of this Toolkit for more details about **Scholastic Red's** support for Reading First.*


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

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

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* for professional development may include, but are not limited to:

- Number of teachers trained
- Number, types, and frequency of staff development sessions
- Student achievement scores
- Number of Reading Coaches trained


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 *The following chart is one example of a way to organize your goals, objectives, and effectiveness indicators.*

Objective (Performance Target)	Timeline	Effectiveness Indicator
In June of 2005, all teachers provide concrete examples of how they applied research-based methods and strategies to teach phonemic awareness, phonics, fluency, vocabulary and comprehension.	June 2005	Percentage of teachers reporting examples of methods and strategies used to teach phonemic awareness, phonics, fluency, vocabulary and comprehension
In August of 2004, all K-3 teachers will be enrolled in an online professional development course that will expand their understanding of how to apply effective research based methods and strategies to teach phonemic awareness, phonics, fluency, vocabulary and comprehension.	August 2004	Percent of teachers completing the online professional development course.

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 include the methods, steps, actions or strategies taken to achieve the stated goal.


 *Identify specific professional development activities that will be conducted during the project period.*

 *Be sure your activities*

- *Relate directly to the program goals, as well as to the project description and project requirements outlined in the application.*
- *Address the identified needs of the targeted population that includes students, teachers, and parents.*
- *Are clearly stated and sufficient to carry out the proposed program.*
- *Are designed to provide measurable outcomes.*

 *Sample activities for Professional Development can be found on page 20.*

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 examples on page 20 shows.*

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5. Project Management


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


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.*

6. Resource Management

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


 *The purpose of a resource management description is to illustrate the cost-effectiveness of the project. Keep the "cost per pupil" aligned to the local or state "per pupil expenditure" for the LEA.*

 **Scholastic Red** can be effectively coordinated with school activities that are being funded by other federal, state or local sources. The federal funding programs for which **Scholastic Red** also qualifies 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

7. Sustainability

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

 *Scholastic is committed to ensuring the sustainability of quality reading programs beyond the period funded by a Reading First grant. To this end, **Scholastic Red** trains 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.*

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8. Assessment and Evaluation

The *Evaluation Strategies* section in a *Reading First* application must focus on student achievement. This section should detail a comprehensive evaluation plan with specific accountability measures and procedures that identify and assess the effectiveness of *Reading First* activities, including professional development, at raising student achievement in reading.

At the end of the grant project period, repeat the administration of the same survey on professional development that was given at the beginning of the project period. Analyze the difference in scores to determine growth.

Reading First requires that LEAs report reading achievement data to measure the program's effectiveness at raising reading scores. The assessment measures used must be

- valid and reliable
- disaggregated by low-income, major racial/ethnic groups, LEP, and special education for K-3 students

Be sure to conduct assessments during the course of the project timeline and at the conclusion of the project in order to monitor progress and highlight accomplishments.

Both process and product data should be included in the *evaluation* plan. This data is then used to guide the decisions related to *Reading First* programs.

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 courses completed

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

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

9. Budget

When preparing a budget, keep in mind that *Reading First* funds can only be used to implement comprehensive reading programs, including professional development, that are based on scientific reading research.

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.

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10. Appendix

The appendix will vary depending on what the Request for Application (RFA) or Request for Proposal (RFP) 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 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 impartial 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.

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Sample Activities for Professional Development

Activities explain *who* will do *what*, *when*, *where*, and for *how long*. You need to include detailed activities for each goal and objective. 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.*

Goal: All K-3 teachers will implement scientifically based methods and strategies to teach reading.			
Objective: (Performance Target) By June of 2005, all K-3 teachers in the district will have completed one online professional development course that focuses on the application of scientifically based methods and strategies to improve reading instruction.			
Specific Activities	Positions Responsible	Timeline	Effectiveness Indicator
1. Purchase the Scholastic Red program to train teachers in the five essential components of an effective reading program.	Professional Development Coordinator	March 2004	Purchase orders
2. Implement teacher and administrator surveys to determine knowledge of, skill levels within, application of, the five essential components of reading instruction.	Professional Development Coordinator	September 2004 June 2005	Tabulated results of surveys for September and June
3. Develop and conduct a yearlong calendar of training sessions, using the Scholastic Red online and on-site workshops.	Professional Development Coordinator	Academic Year 2004-2005	Training calendar with schedule of classes
4. Identify the teachers and administrators who complete the Scholastic Red training program.	Professional Development Coordinator	June 2005	Numbers of teachers and administrators
5. Conduct a survey to identify the scientifically based methods and strategies being used to teach the five essential components of reading.	Professional Development Coordinator	June 2005	Tabulated survey results

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.