

Grant Assistance Toolkit  
***Enhancing Education Through Technology***  
Featuring Scholastic's *WiggleWorks*<sup>®</sup>  
(With Professional Development from *Scholastic Red*<sup>™</sup>)

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

- Funding program information
- Alignment of **WiggleWorks** to *Ed Tech* requirements
- Grant writing support

**Scholastic's *WiggleWorks*, with professional development support from *Scholastic Red*, is the program featured in this Toolkit.**

**WiggleWorks** is a multimedia, leveled reading and writing program for Grades K-3. The proven-effective program provides students with a range of activities that integrate reading, writing, and language development, including listening and speaking. The program works for all learners, including struggling readers, English Language Learners, and students with special needs. **WiggleWorks** consists of these components:

- Software featuring interactive books with scaffolded reading support and engaging activities, including writing exercises and the ability to record student oral reading
- Leveled books for small-group teacher-led instruction, independent reading, and take-home learning
- Teaching plans for each title, *Phonics Teaching Guide*, *Assessment Guide*, and Benchmark Books

*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 **WiggleWorks** 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.

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#### Scholastic's Commitment

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

California  
800-342-5331

Northeast  
800-878-8398

Southeast  
800-221-5312

Southwest  
800-221-5312

West/Midwest  
800-225-4625



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

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

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

 Refers to Scholastic's **WiggleWorks** features.

**Funding Program Overview: *Enhancing Education Through Technology***

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

**Goal of *Ed Tech***

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

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

**Allocation of Funds**

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


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

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

**Acceptable Use of Funds**

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

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

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

## WiggleWorks Ed Tech Grant Assistance Toolkit


### 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 **WiggleWorks** alignment to 12 of these criteria, please see the chart on pages 5-13 of the Toolkit.

### Accountability

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


 A scientific evaluation of **WiggleWorks** concluded that the multimedia program is highly effective in raising the reading scores of first grade students. The independent Validation Study, conducted by Lynn Hickey Schultz, Ed.D., revealed that students using **WiggleWorks** raised their scores on the Reading, Vocabulary, Word Analysis, and Language subtests of the Iowa Test of Basic Skills significantly higher than the control group. The experimental students also achieved significant increases in the Writing subtests scores compared to the control group.

 Scholastic Red professional development courses have been successfully implemented with thousands of teachers in school districts across the United States. Teachers, district Facilitators, and principals report that:


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


**WiggleWorks 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 **WiggleWorks** meets 12 of these required *Ed Tech* components.


Required <i>Ed Tech</i> Components	 <b>WiggleWorks</b>
<p>1. <u>Strategies for improving academic achievement and teacher effectiveness:</u>                      A description of how the applicant will use <i>Ed Tech</i> 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><b>WiggleWorks</b>, a multimedia reading and writing program for Grades K-3, combines leveled books and technology to support young readers. The program has been proven to be highly effective in raising the reading and writing scores of students, maximizing teacher effectiveness, and helping students develop computer skills.</p> <p>The <b>WiggleWorks</b> program consists of these components:</p> <ul style="list-style-type: none"> <li>▪ Interactive books with scaffolded reading support and engaging activities, including writing exercises and audio recordings of student readings</li> <li>▪ Leveled books for small-group teacher-led instruction, independent reading, and take-home learning</li> <li>▪ Teaching plans for each title</li> <li>▪ <i>Phonics Teaching Guide</i></li> <li>▪ <i>Assessment Guide</i> and Benchmark Books</li> </ul> <p>For each interactive book, students work in five activity areas, which help them increase their reading, writing, and computer skills:</p> <ul style="list-style-type: none"> <li>▪ <u>Read Aloud</u>. Children hear the book read to them. Each word or line highlights as it is read. Accompanying graphics, music, and sound effects enhance students’ reading comprehension.</li> <li>▪ <u>Read</u>. Students read the book on their own, and they click on unfamiliar words to hear them read by the narrator. Children also record themselves reading, then listen to how they sound.</li> <li>▪ <u>Magnet Board</u>. Children move letters around on the screen to form word families and spell words. Special features let them choose capital or lowercase letters, identify word parts, and hear words read.</li> <li>▪ <u>Write</u>. Students respond to the book with their own writing and illustration. As they write, students can access Story Words, or words they have saved in their My Words List, as well as sentence starters. They listen as the computer “reads” their story back to them.</li> </ul> <p style="text-align: right;"><i>(continued)</i></p>

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Required Ed Tech Components	 <b>WiggleWorks</b>
<p><u>Strategies for improving academic achievement and teacher effectiveness</u>, Cont.</p>	<ul style="list-style-type: none"> <li>▪ <u>My Book</u>. A complete blackline version of the book is available for students to modify and print. Students change both the text and illustrations to create their own version of the story. They listen to the computer “read” their version back to them.</li> </ul> <p><b>WiggleWorks</b> enables teachers to effectively use technology to help individualize instruction and monitor student progress. The program, with explanations of how to use the software in the <i>User’s Guide</i>, includes these computerized classroom management tools:</p> <ul style="list-style-type: none"> <li>▪ <u>Work Record</u> helps teachers keep track of which students have worked on which books and with whom they have worked.</li> <li>▪ <u>Student Log</u> lists for each book the time students’ have spent in the Read Aloud, Read, Write, Magnet Board, and My Book sessions.</li> <li>▪ <u>Student Work</u> displays students’ saved work from each of the activity areas, as well as their My Words lists.</li> <li>▪ <u>Portfolio</u> enables teachers to keep a comprehensive record of students’ progress by collecting student work that reflects each student’s creativity, challenges, and development over a period of time.</li> </ul> <p>A staff-development videocassette is provided with <b>WiggleWorks</b> to train teachers in the implementation of the program and research-based instructional strategies. In addition, when a school or district purchases a complete <b>WiggleWorks</b> program, it may also purchase a customized training session facilitated by a Scholastic Reading Specialist.</p>
<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><b>WiggleWorks</b> technology helps support district goals to meet state reading and language arts standards and improve academic achievement. It provides instruction and practice in the following:</p> <ul style="list-style-type: none"> <li>▪ Phonemic awareness</li> <li>▪ Phonics</li> <li>▪ Vocabulary</li> <li>▪ Fluency</li> <li>▪ Comprehension</li> <li>▪ Writing</li> </ul> <p>The program provides language support, including listening and speaking, and it helps students develop their computer skills. In addition, each Teaching Plan contains a connection to curricula, such as art, drama, social studies, math, and science.</p>


Required Ed Tech Components	 <b>WiggleWorks</b>
<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><u>Student accessibility:</u> <b>WiggleWorks</b> technology provides built-in instructional support for children who need extra help to become confident readers. Teachers can choose how the text is read and highlighted by the narrator. The software helps students learn basic aspects of reading, such as tracking words from left to right and top to bottom.</p> <p>Each Teaching Plan includes instruction and strategies for students who are English Language Learners, including:</p> <ul style="list-style-type: none"><li>▪ Listening to the same story multiple times</li><li>▪ Hearing new words repeated</li><li>▪ Seeing pictures that make words more meaningful</li></ul> <p>Because <b>WiggleWorks</b> delivers instruction primarily through the medium of technology, it is more accessible to students with a wide range of abilities. Created in consultation with the Center for Applied Special Technology (CAST), <b>WiggleWorks</b> uses the principles of Universal Design to provide a flexible and customizable environment for all students, including those with cognitive and physical challenges. Options include:</p> <ul style="list-style-type: none"><li>▪ Screen keyboard</li><li>▪ Enlarged text size</li><li>▪ Text highlighted word-by-word or line-by-line as a narrator reads it aloud</li><li>▪ Enlarged cursor</li><li>▪ Slow, medium, or fast scanning speed</li><li>▪ Custom colors</li><li>▪ Alphabetic or Letter Frequency keyboard layout</li><li>▪ Audio options</li></ul> <p><b>WiggleWorks-español</b> is the Spanish language version of <b>WiggleWorks</b>. It combines authentic Spanish-language literature and concept books with the instructional power of technology to help children become independent readers and writers.</p> <p><u>Teacher accessibility:</u></p> <ul style="list-style-type: none"><li>▪ The <b>WiggleWorks User's Guide</b> provides teachers with detailed instructions on how to set up the program and use the record-keeping features.</li><li>▪ Each Teaching Plan provides suggestions for using the <b>WiggleWorks</b> software in the classroom.</li><li>▪ Toll-free telephone technical support is available for teachers who have questions about installing the program or using its features.</li><li>▪ The <i>Getting Started with WiggleWorks</i> video features expert educators who designed the program and presents classrooms that are actively using <b>WiggleWorks</b> successfully with children.</li></ul>

## WiggleWorks Ed Tech Grant Assistance Toolkit


Required Ed Tech Components	 <b>WiggleWorks</b>
<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><b>WiggleWorks</b>, which is research-based and validated, successfully integrates leveled books, technology, and teaching materials to raise student achievement. The program maximizes teacher effectiveness, helps students develop reading skills, integrates reading and writing skills, and increases students' computer skills and usage.</p> <p>Reading research findings by <i>Put Reading First</i>, 2001; the National Reading Panel, 2000; and leading researchers, such as E.H. Hiebert and C.E. Snow, support the <b>WiggleWorks</b> instructional program. The research foundation includes the following:</p> <ul style="list-style-type: none"><li>▪ Phonemic awareness instruction helps children learn to read, spell, and comprehend text.</li><li>▪ Systematic and explicit phonics instruction significantly improves children's word recognition and reading comprehension.</li><li>▪ Repetition and multiple exposures to new words are crucial to vocabulary development.</li><li>▪ Children need many opportunities to read appropriately difficult text to build fluency.</li><li>▪ Throughout the early grades, the reading curriculum should include explicit instruction of comprehension strategies.</li></ul> <p>A scientific research study showed that <b>WiggleWorks</b> is highly effective in raising the reading scores of first grade students. Lynn Hickey Schultz, Ed.D, of Harvard University, conducted an independent Validation Study to determine whether <b>WiggleWorks</b> increased first graders' literacy gains more than those of students using their usual language arts program.</p> <p>The study proved that <b>WiggleWorks</b> students raised their scores on the Reading, Vocabulary, Word Analysis, and Language subtests of the Iowa Test of Basic Skills significantly higher than the control group. The experimental students also showed significant increases in the Writing subtests scores compared to the control group.</p> <p>A study published in the <i>Journal of Research on Computing in Education</i> (Ross, Hagoboam-Grey, &amp; Hannay, 2002) revealed that after <b>WiggleWorks</b> was introduced to first-grade students, there were increases in students' use of computers, computer skills, confidence using computers, and enjoyment of computers.</p> <p>(Additional information on the Validation Study and the research base is available upon request.)</p>

## WiggleWorks Ed Tech Grant Assistance Toolkit


Required Ed Tech Components	 <b>WiggleWorks</b>
<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><b>WiggleWorks</b> provides a staff-development videocassette to train teachers in the implementation of the program and research-based instructional strategies. In addition, when a school or district purchases a complete <b>WiggleWorks</b> program, it may also purchase a customized training session facilitated by a Scholastic Reading Specialist. Educators can access a technical support toll-free telephone line if they have questions about installation or how to use the software.</p> <p><b>WiggleWorks</b> is also supported by professional development from <i>Scholastic Red</i>. <i>Red</i> offers research-based, facilitated online courses that specifically address the essential elements of reading instruction for Grades K-3:</p> <ul style="list-style-type: none"><li>▪ <i>Putting Reading First in Your Classroom, Grades K-2</i></li><li>▪ <i>Building Fluency, Grades K-2</i></li></ul> <p><i>Red's</i> interactive online courses train teachers in the five essential components of reading instruction:</p> <ul style="list-style-type: none"><li>▪ <u>Fluency</u>. Teachers learn how to assess fluency, build it, and incorporate independent and small-group activities into classroom routines.</li><li>▪ <u>Phonemic Awareness</u>. Oral blending, oral segmentation and phonemic manipulation are modeled on video and audio; users practice via online simulation.</li><li>▪ <u>Phonics</u>. <i>Red</i> defines alphabet recognition, phonics, and decoding and how to apply them in classroom practice.</li><li>▪ <u>Vocabulary Development</u>. The role of vocabulary in early reading instruction is covered, with attention paid to building students' oral vocabularies.</li><li>▪ <u>Comprehension</u>. Topics covered include teaching children techniques for previewing text and building and activating background knowledge.</li></ul> <p>In addition to online and in-person training, principals and building leaders receive:</p> <ul style="list-style-type: none"><li>▪ A review of research on effective reading instruction</li><li>▪ Content overview of the <b>Red</b> course</li><li>▪ Learning snapshots to guide principals as they conduct classroom observations of research-based teaching strategies</li><li>▪ Tools for coaching teachers</li></ul> <p>District Reading Coaches and Staff Developers receive special training to become <i>Red</i> Facilitators, who can provide teachers with ongoing, continuous support through coaching and workshops.</p>

Required Ed Tech Components	 <b>WiggleWorks</b>
<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><i>WiggleWorks</i>, for Stages A, B, C, and D, is available in Windows® or Macintosh® platforms and for standalone (v. 2.1) or networked (v. 3.1) computers.</p> <p><u>System Requirements—Windows Workstations</u></p> <ul style="list-style-type: none"> <li>▪ Any Pentium II or faster processor</li> <li>▪ Recommended platforms: Windows XP Home or Professional</li> <li>Supported platforms: Windows 98 and 2000</li> <li>▪ At least 100 MB of available hard disk space</li> <li>▪ At least 64 MB of RAM</li> <li>▪ A monitor with a minimum resolution of 640 x 480 that can display 256 colors</li> <li>▪ A Windows-compatible sound card</li> <li>▪ Optional: a microphone and printer</li> </ul> <p><u>System Requirements—Macintosh Workstations</u></p> <ul style="list-style-type: none"> <li>▪ A Macintosh G3 processor or better</li> <li>▪ Recommended platforms: OS 9.2 or OS 10.2</li> <li>Supported platforms: OS 8.6 and later</li> <li>▪ At least 100 MB of available hard disk space</li> <li>▪ At least 64 MB of RAM (with at least 4 MB available to <b>WiggleWorks</b>)</li> <li>▪ A monitor with a minimum resolution of 640 x 480 that can display 256 colors</li> <li>▪ Optional: a microphone and printer</li> </ul> <p><u>Server Requirements</u></p> <ul style="list-style-type: none"> <li>▪ AppleShare 6.2 or later running on OS 9</li> <li>▪ Mac OS X Server</li> <li>▪ Novell® Netware 4.11</li> <li>▪ Novell Netware 5.0</li> <li>▪ Windows 2000 Server</li> </ul>
<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><b>WiggleWorks</b> and <i>Scholastic Red</i> can be integrated with specific technology-related school activities using <i>Ed Tech</i> funds and money from state, local, foundation, and other sources. The federal funding programs for which they qualify include:</p> <ul style="list-style-type: none"> <li>▪ Title I, Part A – Improving Basic Programs</li> <li>▪ Title I, Part F– Comprehensive School Reform</li> <li>▪ Title II, Part A – Improving Teacher Quality</li> <li>▪ Title III – English Language Acquisition</li> <li>▪ Title IV, Part B – 21<sup>st</sup> Century Community Learning Centers</li> <li>▪ Title V, Part A – Innovative Programs</li> </ul>


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Required Ed Tech Components	 <b>WiggleWorks</b>
<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>Because <b>WiggleWorks</b> provides the same books in print and on software, teachers can easily integrate the program into their daily and weekly schedules.</p> <p>Technology and print materials are used during individual, small-group, and whole-class instruction:</p> <ul style="list-style-type: none"> <li>▪ <u>Individual Instruction.</u> Children can easily use the software by themselves and choose the support that they need. Teachers can individualize a student’s instruction by using software options to close activity areas, such as My Book, for which the child is not ready.</li> <li>▪ <u>Small-Group Instruction.</u> For extra motivation and peer support, children work together to complete activities, such as recording their readings. Teachers instruct small groups, using material from the Teaching Cards.</li> <li>▪ <u>Whole-Class Instruction.</u> Teachers can use the <b>WiggleWorks</b> software with an overhead and a projection plate to involve the whole class in activities.</li> </ul> <p><b>WiggleWorks</b> is available in four stages (A-D). Benchmark Books help teachers determine which stage is the most appropriate initial placement for each child. As children progress to the next level, they continue to add reading, writing, listening, and speaking skills.</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><b>WiggleWorks</b> is a unique program, which teachers helped create, that raises student achievement through innovative uses of technology. The program provides:</p> <ul style="list-style-type: none"> <li>▪ <u>Interactive text</u> that enables students to see words or lines highlighted as a narrator reads them aloud and to click on words to hear them pronounced while reading the text by themselves</li> <li>▪ <u>Customizable settings and presentations</u> to aid students who have physical or cognitive challenges</li> <li>▪ <u>Student selection of activities</u>, within instructional parameters set by the teacher, so children work at their own pace and with the supports they need</li> <li>▪ <u>Recording function</u> that enables students to read aloud a story; <u>Playback function</u> that allows students to hear how they sound and teachers to evaluate students’ fluency</li> <li>▪ <u>My Book</u> activity area, which enables students to innovate on text and pictures to create their own version of a book they have read</li> <li>▪ <u>Drawing and word processing features</u> that help children increase their computer skills</li> <li>▪ <u>Love of reading</u> through authentic literature; appealing characters, illustrations, original music; and fun activities</li> <li>▪ <u>“Using the Computer”</u> strategies in every Teaching Plan</li> </ul>

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Required Ed Tech Components	 <b>WiggleWorks</b>
<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>By bringing home <b>WiggleWorks</b> materials and their own work, children keep their parents informed about how they are using technology to improve their reading and writing skills. These include:</p> <ul style="list-style-type: none"> <li>▪ Printouts or copies on disk of a student’s own stories, word lists related to the books read, and other work</li> <li>▪ Copies on disk of a student’s own readings</li> <li>▪ Trade books that parents can read to their children to support instruction</li> <li>▪ Books that students create with the <b>WiggleWorks</b> software in the “Take the Book Home” part of each lesson</li> </ul> <p><b>WiggleWorks’</b> software record-keeping features enable teachers to gauge student progress. Teachers share this information, along with a description of how students use the program’s technology, during parent/teacher meetings.</p>
<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><b>WiggleWorks</b> contains multiple assessment instruments. The Work Record tracks the stages, levels, and books in which individual children have worked. The Student Log records individual student’s work in each activity area, and it displays children’s progress and time spent in each area. In Student Work, teachers view children’s saved work in each area. The work can be copied into the Portfolio for that child.</p> <p>In addition, <b>WiggleWorks</b> contains these assessment tools:</p> <ul style="list-style-type: none"> <li>▪ <u>Benchmark Books and Running Records</u>. Instructors periodically monitor students’ reading strategies by taking Running Records, and they can use Benchmark Books to evaluate student placement within the program to ensure that instruction is occurring at the correct stage.</li> <li>▪ <u>Informal Assessment</u>. Each title has a Teaching Plan with questions to help teachers evaluate students’ reading and writing abilities and skills.</li> <li>▪ <u>Observation</u>. Teachers observe selected students throughout the day in a variety of settings, such as during small-group and whole-class instruction, during independent work time on the computer, or in the classroom library. Teachers assess students’ oral language facility; attitudes and interests; and specific behaviors related to print, reading, writing, and book handling.</li> <li>▪ <u>Surveys and Interviewing</u>. The <i>Teacher’s Assessment Guide</i> provides sample questionnaires that teachers can use with students and parents to assess student ability.</li> </ul>

## WiggleWorks Ed Tech Grant Assistance Toolkit

Required Ed Tech Components	 <b>WiggleWorks</b>
<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><b>WiggleWorks</b> contains technology, print, and professional development resources to ensure that students and teachers will be successful and effective in implementing the program.</p> <p><u>Technology resources:</u></p> <ul style="list-style-type: none"><li>▪ Six CD-ROMs for each stage (A-D) of <b>WiggleWorks</b> with built-in scaffolded instruction, interactive books, and reading and writing activities</li><li>▪ Audiocassette for each title</li><li>▪ <i>User's Guide</i> (with key questions and software information)</li><li>▪ Technical support toll-free telephone line</li></ul> <p><u>Print resources:</u></p> <ul style="list-style-type: none"><li>▪ Leveled trade books<ul style="list-style-type: none"><li>○ Six copies each of 24 titles for Stages A-C</li><li>○ Six copies each of 12 titles for Stage D</li></ul></li><li>▪ Six-page Teaching Plan for each title</li><li>▪ <i>Assessment Guide</i> with Benchmark Books</li><li>▪ <i>Phonics Teaching Guide</i></li><li>▪ <i>User's Guide</i> (with key questions and software information)</li></ul> <p><u>Professional development:</u></p> <ul style="list-style-type: none"><li>▪ <i>Getting Started with WiggleWorks</i> video</li><li>▪ Optional, customized training session facilitated by a Scholastic Reading Specialist, which can be provided for additional cost at the time of a complete <b>WiggleWorks</b> program purchase</li></ul> <p><u>Supplemental materials:</u></p> <ul style="list-style-type: none"><li>▪ Add-on Literature Collections, which contain all the <b>WiggleWorks</b> materials except the software</li><li>▪ Classroom Library Packs, which are an assortment of beginning reading books in multiple genres to stock a classroom library</li><li>▪ Shared Reading Packs, which offer 6 copies of any of the 84 <b>WiggleWorks</b> titles for small-group shared reading</li><li>▪ Big Book Units, for a whole-class shared reading experience</li></ul>

## Customize Your Competitive Grant

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

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

### Parts of an *Ed Tech* Grant Application


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

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

#### 1. Summary or Abstract

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

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

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

## **2. Needs Assessment**

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

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

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

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

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

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

### **Step Two: Review the Data**


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


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

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

### **Step Four: Write the Needs Assessment**

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

 **WiggleWorks** can fill the gaps to enhance a language arts program by adding additional instruction and reinforcement in phonemic awareness, phonics, vocabulary, fluency, and comprehension skills and strategies. **WiggleWorks** also supports students in their writing and language development skills, such as speaking and listening.

 **Scholastic Red** is a professional development solution that is grounded in research-based, validated best practices. Through facilitated, online courses, teachers learn new strategies that can be immediately applied in the classroom.

### **3. Educational Goals and Objectives**

First and foremost, your *educational goals* must be aligned with the project's assessed educational needs and consistent with the goals of the federal and state *Ed Tech* grant program. An educational goal states the planned outcome that will solve the problems addressed in the needs assessment. Project goals must be *educational* goals and not merely the acquisition of technology.

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


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

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

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

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

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



 ***Please see examples of ways to organize your goals, objectives, and effectiveness indicators on pages 22-24 of this Toolkit.***

### **4. Activities and Timeline**

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

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

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-  **Be sure your activities:**
  - **Relate directly to the program goals, as well as to the project description and project requirements of the RFA**
  - **Address the identified needs of the targeted population that should include students, teachers, and parents**
  - **Are clearly stated and sufficient to carry out the proposed program**
  - **Are designed to provide measurable outcomes**
-  **Sample activities for the goal area of Instructional Design/Content can be found on page 25.**




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

-  **Please see examples of ways to organize your activities into a Quarterly Timeline on page 26 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.**
-  **WiggleWorks** provides a staff-development video that introduces teachers to the components of the program and how it can effectively meet the needs of all learners. In addition, when a school or district purchases a complete **WiggleWorks** program, it may also purchase a customized training session facilitated by a Scholastic Reading Specialist.
-  These two facilitated online courses from Scholastic Red provide teachers with research-based training so they can more effectively teach reading skills in the classroom:
  - *Putting Reading First in Your Classroom, Grades K-2*
  - *Building Fluency, Grades K-2*



*This professional development solution provides:*

- *Instant access to research and theory*
- *Video modeling of research-based practices*
- *Interactive simulations that allow for practice of skills and strategies*
- *Structured feedback, collaboration, and ongoing support*
- *Materials that can be immediately used in the classroom*

## 6. Project Management


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


In a grant proposal, describe the members of the project management team, indicating the responsibilities of each member and the credentials that support their selection. Include the background training, experience, and qualifications of the grant project director, who is responsible for the day-to-day activities.

-  **You may refer to each member's credentials, but include *résumés* only in the appendix and only if the RFA instructions allow for them.**
-  **Information about the project team members can be presented in a chart similar to the one on page 27.**

## 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.**

 **WiggleWorks** comes with a complete set of materials needed to support children's development of reading, writing, and language, including listening and speaking:

- Interactive books with scaffolded reading support and engaging activities
- Leveled trade books
- Audiocassette for each title
- Teaching plans for each title
- Phonics Teaching Guide
- Assessment Guide and Benchmark Books


*(Please contact a Scholastic representative to discuss a customized plan and review associated costs.)*

 **WiggleWorks** 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 **WiggleWorks** 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 – 21<sup>st</sup> 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 **WiggleWorks** beyond the period funded by an Ed Tech grant. To this end, Scholastic offers a variety of ongoing support to ensure the continued development of the skills and strategies students need to succeed in school.*

## 9. Assessment and Evaluation


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

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

- 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 28-30. 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 **WiggleWorks** software contains record-keeping devices that help teachers monitor student progress. The Work Record tracks the stages, levels, and books in which individual children have worked. The Student Log records individual student's work in each activity area, such as time spent during a given session, number of pages read, and how many words were added to the My Words list. In Student Work, teachers can view children's saved work in each activity area.*

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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.***
  - 📖 ***The WiggleWorks User's Guide contains detailed information on how to effectively use the program to help students become successful readers and writers. The software provides classroom management tools, teacher options for setting up the program and making it accessible to all students, and record keeping tools. There are also suggestions for using the software. A staff development video introduces teachers to the components of the program and describes how it can effectively meet the needs of all learners.***
- Parental Involvement—An extremely important requirement of the *Ed Tech* competitive grant program is that projects demonstrate an increase in parental involvement and communication. One way to gather the parental involvement data is to survey parents' opinions and behaviors regarding their involvement in schools. Match your goals to the needs identified in the survey.
  - 📖 ***WiggleWorks provides many opportunities for parents and other caregivers to participate in their children's reading development. Students copy to disk or print out their own readings, stories, and word lists related to the books read and share them with their families. In addition, each book's Teaching Plan suggests "Take the Book Home" activities. WiggleWorks contains many assessment tools, and teachers can share assessment results with parents during parent-teacher conferences.***

### 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 **WiggleWorks** information that you can use in writing your grant, please contact your Scholastic Regional Sales Office.

## **Sample Goals, Objectives, and Effectiveness Indicators**

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


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

*Performance targets* are a series of clearly defined *objectives* that increase in expectation as they progress on a timeline, culminating at an overall performance or educational goal. *Performance targets* are **S**pecific, **M**easurable, **A**ttainable, **R**esearch-based, and **T**imely (SMART).

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

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

- Instructional Design/Content
- Professional Development
- School-to-Home Connection
- Assessment and Evaluation


 ***Be sure to develop your own goals, performance targets, and effectiveness indicators that relate specifically to your project's needs.***


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### 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.

<b>Educational Goal:</b> All K-3 teachers will implement proven and effective technology-based programs that are designed to help raise student achievement in reading.			
<b>Objective</b> (Performance Target)	<b>Positions Responsible</b>	<b>Timeline</b>	<b>Effectiveness Indicators</b>
Beginning in September 2004, all K-3 teachers will effectively integrate technology to improve reading skills, supported through the WiggleWorks multimedia leveled reading program.	K-3 Teachers Administrators	September 2004 through June 2005	Teachers' lesson plans  Administrative observations

 *WiggleWorks was shown, through an independent Validation Study conducted by Lynn Hickey Schultz, Ed.D., to be highly effective in raising the reading and writing scores of first grade students.*

 *Teachers helped select and level the **WiggleWorks** books, and they advised Scholastic about what the program should do in their classrooms to be most effective. Teachers also worked with the Center for Applied Special Technology (CAST) to help develop special access tools and ensure that every child could use the **WiggleWorks** software.*

### 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.


<b>Educational Goal:</b> All K-3 teachers and administrators will receive online professional development to expand their understanding of how to use technology and research-based teaching strategies to teach reading.			
<b>Objective</b> (Performance Target)	<b>Positions Responsible</b>	<b>Timeline</b>	<b>Effectiveness Indicators</b>
By June of 2005, all K-3 teachers and administrators will have completed at least six hours of online professional development courses that focus on using technology to apply research-based methods and strategies in the teaching of reading.	K-3 Teachers Administrators	June 2005	Number of K-3 Teachers and Administrators completing six hours of professional development courses  Types and levels of professional development courses.

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### School-to-Home Connection

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


<b>Educational Goal:</b> Parents will be regularly informed about the effectiveness of the technology-based programs at raising their child's achievement in reading.			
<b>Objective</b> (Performance Target)	<b>Positions Responsible</b>	<b>Timeline</b>	<b>Effectiveness Indicators</b>
For the 2004-05 academic year, teachers will share results of benchmark reports and classroom activities with parents to communicate students' progress, strengths, weaknesses, and suggest ways to build reading skills at home.	K-3 Teachers	September 2004 through June 2005	Quarterly Benchmark Reports  Technology-based Student Assessment Reports

 Results from **WiggleWorks'** multiple assessment instruments can be shared with parents during conferences. For each lesson, parents receive suggestions on home activities that help increase their child's reading achievement.

### Assessment/Evaluation

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

<b>Educational Goal:</b> All K-3 teachers will continually collect and use meaningful information to measure students' academic progress and inform instruction.			
<b>Objectives</b> (Performance Targets)	<b>Positions Responsible</b>	<b>Timeline</b>	<b>Effectiveness Indicators</b>
For the 2004-05 academic year, all K-3 teachers will use quarterly benchmark assessments as diagnostic, progress monitoring, and evaluative tools to assess student progress.	K-3 Teachers	September 2004 through June 2005	Type of assessment instrument and schedule of testing dates
By Spring of 2005, 80% of students involved in the technology-based reading intervention program will raise their scores on the state reading assessment by five points.	K-3 Teachers Administrators	Spring 2005	Number of points gained in reading on state achievement assessment

 **WiggleWorks** contains multiple assessment tools, such as software record-keeping devices, *Benchmark Books*, and strategies for informal observations. The program has been proven to raise reading and writing scores of first-grade students.

**Sample Activities**

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

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

<b><u>Instructional Design/Content</u></b>			
<p><b>Goal:</b> All K-3 teachers will integrate advanced multimedia applications into curricula and instruction and apply scientifically research-based materials, methods, and strategies to teach reading.</p>			
<p><b>Objective:</b> (Performance Target) During the 2004-05 academic year, all K-3 teachers will use the <i>WiggleWorks</i> multimedia leveled reading program to increase student achievement in reading.</p>			
<b>Specific Activities</b>	<b>Positions Responsible</b>	<b>Timeline</b>	<b>Effectiveness Indicators</b>
1. Purchase and implement the <i>WiggleWorks</i> program	Campus Technology Leaders	Fall 2004	Purchase orders
2. Disaggregate student assessment data, such as state achievement tests, to determine specific instructional needs and clear benchmarks for students.	Teachers	Fall 2004	Student results of state assessments
3. Monitor student progress by using the <i>WiggleWorks</i> electronic management system to track the stages, levels, and books in which individual children have worked.	Teachers	Academic Year 2004-2005	<i>WiggleWorks</i> management system and student reports  District benchmark assessments
4. Based upon progress monitoring assessments, modify instruction to provide skill reinforcement in specific areas.	Teachers	Academic Year 2004-2005	Teacher lesson plans
5. Provide students with both fiction and nonfiction trade books in multiple genres to be read daily with partners, in groups, and independently at school and home.	Teachers	Academic Year 2004-2005	Classroom library records  At-home reading log

**Sample Quarterly Timeline**

This timeline includes generalized activities that occur quarterly. It is not intended to reflect a specific grant project. Applicants are encouraged to organize their specific grant activities into a similar quarterly timeline. Specific months are not included because grant calendars often fluctuate depending on the release of funds.

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

First Quarter	Second Quarter
<ul style="list-style-type: none"> <li>▪ Organize Executive Committee</li> <li>▪ Plan and begin quarterly meetings to monitor and adjust programmatic and financial activities</li> <li>▪ Review grant activities and organize into quarterly timelines</li> <li>▪ Create a checklist for each quarter’s activities</li> <li>▪ Meet with district and campus personnel to distribute quarterly timeline and checklist of activities</li> <li>▪ Meet with project evaluator to plan progress monitoring deadlines and make a list of evaluation documentation to be collected quarterly</li> <li>▪ Meet with community partners to review responsibilities</li> <li>▪ Begin purchasing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop evaluation forms and processes for collecting information and data</li> <li>▪ Begin monthly project meetings with campus personnel</li> <li>▪ Conduct professional development and quarterly thereafter</li> <li>▪ Continue purchasing</li> <li>▪ Meet with parents at each site to solicit input on program effectiveness</li> <li>▪ Conduct instructional technology activities</li> <li>▪ Conduct administrative walk-through observations to assess technology integration into instruction</li> <li>▪ Assess program level of success and progress toward goals and objectives</li> <li>▪ Gather documentation of all programmatic activities at monthly meetings</li> <li>▪ Assess project goals, objectives, timelines, and checklists to ensure project is on target.</li> </ul>
Third Quarter	Fourth Quarter
<ul style="list-style-type: none"> <li>▪ Complete final purchasing of grant materials</li> <li>▪ File required financial and programmatic progress reports</li> <li>▪ Continue professional development activities</li> <li>▪ Continue instructional development activities</li> <li>▪ Host Student Technology Fair to display and demonstrate student work</li> <li>▪ Continue to gather documentation of project activities</li> <li>▪ Meet with external evaluator to share documentation and set deadlines for final evaluation activities</li> <li>▪ Assess project goals, objectives, timelines, and checklists to ensure project is on target.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Conclude instructional technology activities</li> <li>▪ Conclude parental involvement activities</li> <li>▪ Conclude professional development activities</li> <li>▪ Meet with school sites to gather final documentation for evaluation plan</li> <li>▪ Executive Committee meets to evaluate project milestones and plan for sustainability of project</li> <li>▪ File final financial reports</li> <li>▪ File final programmatic reports</li> </ul>

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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
<b>Fiscal Agent:</b> <i>List name and title</i>	<i>List degrees, certifications, and professional experience</i>	<ul style="list-style-type: none"> <li>▪ Chair, Project Executive Committee</li> <li>▪ Supervise grant goals, objectives, and strategies</li> <li>▪ Coordinate evaluation strategies</li> <li>▪ Ensure dissemination of information to the parents and public</li> </ul>	<i>List amount of time staff member will devote to each responsibility or activity</i>
<b>Project Director:</b> <i>List name and title</i>	<i>List degrees, certifications, and professional experience</i>	<ul style="list-style-type: none"> <li>▪ Member, Project Executive Committee</li> <li>▪ Manage programmatic grant activities/strategies</li> <li>▪ Coordinate professional development activities</li> <li>▪ File all programmatic reports with funding agency</li> </ul>	<i>List amount of time staff member will devote to each responsibility or activity</i>  <i><u>Recommended 100%</u></i>
<b>District Technology Coordinator:</b> <i>List name and title</i>	<i>List degrees, certifications, and professional experience</i>	<ul style="list-style-type: none"> <li>▪ Member, Project Executive Committee</li> <li>▪ Coordinate technology implementation</li> <li>▪ Coordinate Instructional technology activities</li> </ul>	<i>List amount of time staff member will devote to each responsibility or activity</i>  <i><u>Recommended 100%</u></i>
<b>Financial Coordinator:</b> <i>List name and title</i>	<i>List degrees, certifications, and professional experience</i>	<ul style="list-style-type: none"> <li>▪ Member, Project Executive Committee</li> <li>▪ Manage financial activities of grant program</li> <li>▪ Coordinate purchasing for grant activities</li> <li>▪ File all financial reports with funding agency</li> </ul>	<i>List amount of time staff member will devote to each responsibility or activity</i>
<b>Campus Administrators:</b> <i>List name(s) and title(s)</i>	<i>List degrees, certifications, and professional experience</i>	<ul style="list-style-type: none"> <li>▪ Member, Project Executive Committee</li> <li>▪ Manage instructional implementation of multimedia program</li> <li>▪ Coordinate professional development activities</li> <li>▪ Coordinate parental involvement activities</li> <li>▪ Collect and report student assessment data, formatively and summatively</li> </ul>	<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 the reading achievement of all (*grade level*) students. (*District Name*) and (*Name of external evaluator*) will conduct the final evaluation of (*Project Name*.) The Project Director will collect information, gather the data, and provide the progress reports throughout the project period to (*Name of funding agency*) as per the grant requirements.

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

Questions to be answered in this evaluation include the following:

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


### Product Evaluation

Product evaluation will focus on measuring final outcomes against project goals, objectives, and benchmarks. Changes that have occurred will be identified and analyzed to determine whether the program is effective for students and teachers. Like the process evaluation, the product evaluation will be collected both formatively and summatively. The product performance measures will focus on:

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

The following product evaluative data will be collected:

### **Benchmark Tests to measure student achievement**

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

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


### **Student Work Samples**

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

### **Evaluation of Professional Development**

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

### **End-of-Project Survey**

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


### **Process Evaluation**

Process evaluation will gather information about how successfully the strategies of the project were implemented as planned, and assess their impact on the target populations. Process evaluation data is both quantitative and qualitative in nature, and is intended to assess the outcome of the project. This data, collected formatively and summatively, will describe how students and teachers are affected by the project. The process evaluative data will focus on:

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

The following process evaluative data will be collected:


### **School/District Records**

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

### **Project Meetings**

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

### **Classroom Observations**

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

**Anecdotal Records**

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

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

**Final Evaluative Report**

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

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

### **About Scholastic Inc.**

Scholastic is committed to providing teachers with effective materials for every stage of reading instruction to ensure that students develop the skills and strategies needed to succeed in school. Our reputation is built on an 83-year history of helping foster and support effective learning for all students. For years, we have worked with leading researchers to develop scientifically based products that produce significant results in student achievement, as well as meaningful changes in teacher effectiveness.

We look forward to partnering with you to improve reading achievement, and would like the opportunity to talk with you about how we can best support your efforts to implement ***No Child Left Behind (NCLB)*** over the next several years.