

Grant Assistance Toolkit

Reading First

Featuring Scholastic's *WiggleWorks*[®]
(With Professional Development from *Scholastic Red*[™])

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

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

Scholastic's *WiggleWorks* is the supplemental reading 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

WiggleWorks is supported through the *Putting Reading First in Your Classroom, Grades K-2* professional development course from *Scholastic Red*. The lessons in this facilitated, online course cover strategies for teaching the five essential elements of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

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 products and services 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.

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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 *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.*

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 product features.**

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 these websites:

- <http://www.ed.gov/programs/readingfirst/guidance.pdf>
- <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 well 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

Coordination of Resources

In addition to *Reading First*, other federal programs require the implementation of instructional materials and practices that are 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

 **WiggleWorks** is supported by findings of the National Reading Panel, Put Reading First, and leading researchers. An independent validation study, conducted by Lynn Hickey Schultz, Ed.D., concluded that **WiggleWorks** is highly effective in raising the reading scores and writing scores of first grade students.

 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.

Reading First Criteria

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

 **This Toolkit provides information and examples that relate to these Reading First criteria:**


- **Instructional Assessments**
- **Instructional Programs and Strategies**
- **Instructional Materials**
- **Access to Print Materials**
- **Instructional Leadership**
- **Professional Development**


WiggleWorks Alignment to Reading First


The following chart details how **WiggleWorks**, with professional development support from **Scholastic Red**, addresses these **Reading First** criteria and can enrich and strengthen a comprehensive reading program:


- | | |
|---|---|
| <ul style="list-style-type: none"> ▪ Instructional Assessments ▪ Instructional Programs and Strategies ▪ Instructional Materials | <ul style="list-style-type: none"> ▪ Access to Print Materials ▪ Instructional Leadership ▪ Professional Development |
|---|---|


Reading First Criteria	Scholastic Products
Instructional Assessments	WiggleWorks
<p>Valid and reliable screening, diagnostic, and classroom-based assessments</p>	<p>WiggleWorks, a multimedia reading and writing program for Grades K-3, contains Benchmark Books for initial placement in a “just right” level. The Teacher’s Assessment Guide provides continuous assessment instruments that can be used regularly to assess students’ growth and needs as they move through the program. The software’s 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 the Student Work section, teachers view children’s saved work in each area. The work can then be copied into the Portfolio for that child.</p> <p>In addition, WiggleWorks contains these assessment tools:</p> <ul style="list-style-type: none"> ▪ <u>Benchmark Books and Running Records</u>. Teachers periodically monitor students’ reading strategies by listening to them read Benchmark Books and tabulating miscues. When a student reads with 95% accuracy he/she is ready to move to the next stage of instruction. ▪ <u>Informal Assessment</u>. The Teaching Plan for every title includes questions to help teachers evaluate students’ reading and writing abilities and skills. ▪ <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 at the computer, or in the classroom library. Teachers assess students’ oral language facility; attitudes and interests; and behaviors related to print, reading, writing, and book handling. ▪ <u>Surveys and Interviewing</u>. The Teacher’s Assessment Guide provides sample questionnaires that teachers can use with students and parents to assess student ability.


Reading First Criteria	 Scholastic Products
<p>Assessments that are aligned with the instructional program and that measure progress in the five essential elements of reading instruction (phonemic awareness, phonics, vocabulary, fluency, and comprehension)</p>	<p>WiggleWorks assessments inform instruction. They allow for the evaluation of student development in listening and speaking skills, print awareness, early writing skills, and the following essential elements of reading:</p> <ul style="list-style-type: none"> ▪ <u>Phonemic Awareness</u>. Teachers observe during class whether students can recognize rhyming words and patterns. Teachers also check students' work on the software's Magnet Board, where students break words into their component sounds and manipulate phonemes. ▪ <u>Phonics</u>. Through Benchmark Books and Running Records, teachers observe what decoding strategies students use during reading. The teacher records students' miscues and determines what percent of the text students are reading accurately. In addition, teachers check students' phonics activities done on the software's Magnet Board. ▪ <u>Vocabulary</u>. Teachers assess whether students are learning vocabulary words from the story, are using context cues and prior knowledge to help them understand word meanings, and whether they understand sensory words and meanings. Many of the Teaching Cards include questions to guide teachers in evaluating student progress in vocabulary development. ▪ <u>Fluency</u>. Teachers listen to readings of the story that students have recorded on the computer, and evaluate their speed, expressiveness, and accuracy. The software's Student Log records the number of minutes students spent in reading the story aloud. During in-class shared reading, teachers observe whether children recognize words and repetitive sentence patterns. ▪ <u>Comprehension</u>. Teaching Plan assessment questions help teachers evaluate whether students are using comprehension strategies, such as mental imagery, activating prior knowledge, identifying cause and effect, and using picture cues to help them understand the book.


Reading First Criteria	 Scholastic Products
Instructional Programs and Strategies/ Instructional Materials	WiggleWorks
<p>Instructional strategies and programs based on scientifically based reading research</p>	<p>Reading research findings outlined by <i>Put Reading First</i>, 2001; the Report of the National Reading Panel, 2000; and leading researchers, such as Elfrieda Hiebert and Catherine Snow, support the WiggleWorks instructional program. The research foundation includes the following:</p> <ul style="list-style-type: none"> ▪ Phonemic awareness instruction helps children learn to read, spell, and comprehend text (<i>Put Reading First</i>, 2001). ▪ Systematic and explicit phonics instruction significantly improves children’s word, recognition and reading comprehension, and is effective for children from various socioeconomic levels (<i>Put Reading First</i>, 2001). ▪ Repetition and multiple exposures to new words are crucial to vocabulary development (National Reading Panel, 2000). ▪ Fluency develops as a result of many opportunities to practice reading with a high degree of success (<i>Put Reading First</i>, 2001). ▪ Students can be taught to use comprehension strategies through direct explanation, modeling, guided practice, and application (<i>Put Reading First</i>, 2001). <p>A scientific evaluation of WiggleWorks concluded that the program 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 in 1995 to determine whether WiggleWorks increased first graders’ literacy gains significantly more than those of students using their traditional language arts program.</p> <p>The study revealed that WiggleWorks 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 achieved significant increases in the Writing subtests scores compared to the control group.</p> <p>(Additional information on the Validation Study and the research base is available upon request.)</p>


Reading First Criteria	 Scholastic Products
<p>Instructional strategies and programs that provide explicit and systematic instruction in the five essential components of reading:</p> <ul style="list-style-type: none"> ▪ Phonemic awareness ▪ Phonics ▪ Vocabulary development ▪ Fluency ▪ Comprehension 	<p>WiggleWorks students receive instruction and reinforcement in the five essential components of reading:</p> <ul style="list-style-type: none"> ▪ <u>Phonemic Awareness</u>. Through structured lessons, students progress beyond simple consonant-vowel-consonant words to more complex phonemic structures such as consonant blends and digraphs. Students work with phonemes in all word positions—initial, final, and medial. Letter-sound associations are reinforced as students click words in the computerized text to hear them read aloud. ▪ <u>Phonics</u>. Phonics lessons on the WiggleWorks Teaching Cards and in the Phonics Guide explicitly teach and reinforce key skills first in isolation and then in words and connected text. The software’s Magnet Board, with the text to speech function, speaks individual letter-sounds and enables students to read a whole word, learn blends, and work on syllabication, prefixes, and suffixes. ▪ <u>Vocabulary development</u>. The Teaching Plans have a previewing section to build background of new concepts and a section that teaches content-related vocabulary. Students learn new words in multiple contexts, including a word study prior to reading new words, discussion of word meanings, and explicit follow-up lessons to review vocabulary. The software enables students to compile a My Words list, where students can “collect” words they have learned to read, words that relate to the theme of the book, words that rhyme, and other words. The Story Words list contains concept words from the selected book, which students can use as a starting point for their writing. ▪ <u>Fluency</u>. WiggleWorks offers a variety of opportunities for students to read connected text and hear models of fluent reading—in print, in the software’s Read Aloud and Read areas, and with audiocassettes. Students can also use the software to record themselves reading the books and playback these recordings to monitor their progress. ▪ <u>Comprehension</u>. Children learn strategies explicitly taught on the Teaching Cards, such as drawing on prior knowledge, mental imagery, identifying the main idea, and using context clues. Software options help students focus on the text structure and meaning of a book.


Reading First Criteria	 Scholastic Products
<p>Materials and programs that provide explicit instructional strategies, have a coordinated instructional sequence, and offer ample practice opportunities</p>	<p>WiggleWorks Teaching Plans provide explicit instruction and reinforcement in reading and writing strategies. Each Teaching Plan contains the following sections sequencing from pre-reading skills to connecting and extending beyond the story:</p> <ul style="list-style-type: none"> ▪ Previewing the text ▪ Content-related vocabulary words ▪ Strategies for reading the book ▪ Discussing the book ▪ Writing ideas and strategies ▪ Specific comprehension strategies ▪ Phonics lessons ▪ Curriculum connection <p>Books are grouped by stage and level to provide students with appropriately challenging books. When a child reads a book with confidence and becomes knowledgeable about successful reading strategies, the child and teacher select a new book to reinforce and build on those strategies.</p> <p>Lessons are connected to text and provide students with many practice opportunities using a variety of materials:</p> <ul style="list-style-type: none"> ▪ Leveled trade books (in four stages) that feature multiple genres, curriculum connections, and works by noted authors and illustrators ▪ CD-ROM format for each book ▪ Audiocassette for each book
<p>Materials and strategies that are aligned with the instructional program and to state standards</p>	<p>WiggleWorks aligns to a school's reading program through instruction and reinforcement of the critical early literacy skills: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The program also presents writing strategies, provides listening and speaking opportunities, and connects to other curricula. Students learn, practice, and develop the skills they need to meet state standards.</p>

Reading First Criteria	 Scholastic Products
<p>Materials and programs that are integrated with and connect meaningfully to the comprehensive reading program</p>	<p>WiggleWorks contains high-quality materials and instructional strategies that enrich any comprehensive reading program:</p> <ul style="list-style-type: none"> ▪ Leveled fiction and nonfiction books available in trade book, CD-ROM, and audiocassette formats ▪ Six-page Teaching Plans that present instructional strategies for each book ▪ Software support that enables children to listen to a book, hear specific words read aloud, record and playback their reading of a book, write, create their own version of a book, and develop phonics skills using the Magnet Board. ▪ Assessment Guide and Benchmark Books ▪ User's Guide (including software guide and key program questions) ▪ Staff Development Video
<p>Strategies to meet the needs of all students, including those that are below grade level, limited English proficient, and students with disabilities</p>	<p>WiggleWorks 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 (line-by-line or word-by-word) by the narrator to appropriately support students with differing abilities. In addition, each Teaching Plan includes instructional recommendations for supporting the needs of English Language Learners.</p> <p>Because WiggleWorks 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), WiggleWorks uses the principles of Universal Design to provide a flexible and customizable environment for all students, including those with specific cognitive or physical needs. For example, students may use a screen keyboard with options for changing text size. Also, the software options can be set to highlight text word-by-word or line-by-line as a narrator reads it aloud.</p> <p>WiggleWorks-español is the Spanish language version of WiggleWorks. It combines authentic Spanish-language literature and concept books with the instructional power of technology to help children become independent readers and writers. The program enhances students' skills in their native language so transfer to the English language is facilitated.</p>

Reading First Criteria	 Scholastic Products
<p>Strategies that accelerate performance and monitor progress of students who are reading below grade level</p>	<p>Students who are reading below grade level benefit from WiggleWorks' instructional strategies, skill reinforcement, and engaging literature. The program's technology captivates children and motivates them to read, listen, speak, and write. The interactive software increases children's success and encourages their smallest steps toward progress.</p> <p>In the WiggleWorks program, teachers use a variety of strategies to monitor the progress of students who are reading below grade level so that their performance can be accelerated:</p> <ul style="list-style-type: none"> ▪ Each Teaching Plan provides teachers with questions they can use to informally assess students and differentiate instruction as needed. ▪ Teachers have multiple options for assisting struggling readers so they can reach their fullest potential. The Teacher's Assessment Guide contains tools to inform instruction, including Running Records, Benchmark Book information, and stage-appropriate behaviors to notice while observing students. WiggleWorks software allows teachers to manage how particular students move through the books by providing computer options, including the speed at which the book is read aloud and how the text is highlighted. ▪ The WiggleWorks electronic management system provides teachers with information on the number of books students have read, the dates, time on task, and additional relevant data for individual children. This enables the teacher to monitor student progress, follow up with students who are not adequately progressing, and modify instruction as needed.
Access to Print Materials	WiggleWorks
<p>Variety of engaging reading materials including expository and narrative text</p>	<p>The program's literature is available in a variety of topics and genres including poetry, science, multicultural, folk tale, autobiography, and other fiction and nonfiction. Selections include books by favorite and award-winning authors and illustrators. The high-interest literature is age-appropriate and engaging. The program includes 84 leveled trade books in four stages. Each stage has three levels, so that the material is appropriately challenging and progresses at an appropriate rate of difficulty.</p>

Reading First Criteria	 Scholastic Products
<p>Materials to promote reading and library programs</p>	<p>WiggleWorks' interactive technology provides enjoyable, dynamic reading experiences that motivate students to explore and read more books more often. Children build confidence as they successfully read leveled books. In addition, students discover what it is like to be an author or illustrator when they use the software to adapt or expand WiggleWorks stories. Classroom Library Packs are available so that teachers can provide their students with trade books in multiple genres.</p>
Instructional Leadership	<i>Scholastic Red</i>
<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><i>Scholastic Red</i> helps ensure that Principals, Reading Coaches, and building leaders have all the resources they need to implement a scientifically based reading program.</p> <ul style="list-style-type: none"> ▪ On-site training helps principals understand their key role in the professional development process occurring within their school. The training also supports them as instructional leaders, role models, and motivators. For each <i>Red</i> course, they receive a Principal's Guide, which includes: <ul style="list-style-type: none"> ○ A review of reading research ○ Content overview of the <i>Red</i> course ○ Learning snapshots to guide principals as they conduct classroom observations of research-based teaching strategies ○ Tools for coaching teachers ▪ District Facilitators are trained to use effective techniques for observing, coaching, and mentoring in order to provide effective ongoing support for teachers. ▪ Building leaders receive intensive instruction in the essential components of teaching reading to all students through <i>Scholastic Red</i> courses and services. <p>These training sessions are designed to foster a strong sense of shared leadership.</p>

<p>Reading First Criteria</p>	<p> Scholastic Products</p>
<p>Professional Development</p>	<p>Scholastic Red</p>
<p>Use of a variety of delivery methods to carry out intensive and focused professional development in:</p> <ol style="list-style-type: none"> Essential components of reading instruction Implementing scientifically based instructional materials, programs, and strategies 	<p><i>Red</i> provides professional development designed to meet the requirements of <i>Reading First</i>. <i>Red</i> offers research-based, facilitated online courses that specifically address the 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> <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"> <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>—<i>Red</i> defines alphabet recognition, phonics, and decoding and how to apply them in classroom practice. <i>Fluency</i>—Teachers learn how to assess fluency, build it, and incorporate independent and small-group activities into classroom routines. <i>Vocabulary Development</i>—The role of vocabulary in early reading instruction is covered, with particular attention paid to building students' oral vocabularies. <i>Comprehension</i>—Topics covered include teaching children techniques for previewing text, building and activating background knowledge, and matching children to text. <p>All professional development from <i>Scholastic Red</i> is grounded in research-based, validated best practices that result in teachers learning and applying new strategies that directly influence student performance. <i>Scholastic Red</i> courses incorporate the characteristics that research confirms are key for effective professional development:</p> <ul style="list-style-type: none"> 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 and core reading programs Promotion of strong, shared leadership by principals and district leaders <p style="text-align: right;"><i>(continued)</i></p>

Reading First Criteria	 Scholastic Products
<p>Professional Development, Continued</p> <p>3. Screening, diagnostic, and classroom-based instructional assessments</p>	<p><i>Scholastic Red</i> professional development courses were successfully piloted in school districts across the United States. Teachers, district Facilitators, and Principals report:</p> <ul style="list-style-type: none"> ▪ <i>Scholastic Red</i> courses helped them learn about research-based methods and strategies. ▪ <i>Scholastic Red</i> materials can be implemented immediately into classroom activities. ▪ The modeling of effective strategies helped teachers apply the skills in their classrooms. ▪ Local Facilitator-led meetings provide valuable opportunities for additional instruction, collaboration, and personalized support. <p><i>Scholastic Red</i> courses include assessment skills and strategies for working with different student populations, including special education students, ELD/ELL, and advanced learners. Subsequent to modeling and practice of such assessments, teachers receive ideas and resources for targeting instruction based on diagnostic data. In ongoing professional development, <i>Red</i>-trained Facilitators can instruct teachers on how to use data and diagnostic assessments to inform instruction.</p>
<p>Professional development that is ongoing, continuous, and includes the use of coaches and other teachers of reading who provide feedback as instructional strategies are put in place</p>	<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 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 strategies ▪ Learn how to demonstrate course strategies in Facilitator-led workshops and in teachers' classrooms ▪ Receive a Facilitators Handbook, which contains: <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 <p><i>Red</i> Facilitators receive ongoing support through the Facilitator Care Program, which offers:</p> <ul style="list-style-type: none"> ▪ An online discussion board guided by <i>Red</i> Reading Consultants ▪ Offline guidance from <i>Red</i> Reading Consultants ▪ A toll-free hotline for technical support ▪ Recommended professional reading and web links

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 application, but it should help you organize the information that describes your grant project.

Common Elements of a Grant Application

While state applications do vary, there are common elements that remain fairly consistent. Knowing how to address each of these elements will help you understand how to respond to the different *Reading First* criteria. This Toolkit provides information and examples to help you make sure all components are thoroughly addressed.

 **Be sure to obtain the application for *Reading First* from your state’s Department of Education as it contains the official instructions, schedules, and requirements.**


These are the 10 components that are commonly addressed in grant applications. Remember to customize responses to each area so your proposal reflects your unique situation.

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

1. Summary or Abstract

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

- The audience—Who will the project directly impact?
- The need/problem—What need will the project address?
- The educational goals—What does the project strive to ultimately accomplish?
- The 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 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. A successful grant project will reflect data-driven decision making, so it is important to gather objective data at the onset of a project and use it to determine goals, objectives, and activities.

Use school and district records as well as customized surveys and evaluation tools for gathering data related to specific areas of need. Examples of the types of data to gather might include, but not be limited to:

School and District Records

- Student Achievement Scores
- Student Performance Levels for Specific Reading Skills
- Socioeconomic Data
- Demographic Data

Surveys & Evaluation Tools

- Need for Instructional Material
- Identified Gaps in Instructional Program
- Professional Development Needs
- Technology Needs
- Book Needs for Classroom and Library
- Parental Involvement Needs

Step Two: Review the Data


Have several people, such as classroom teachers, curriculum specialists, 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, 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, 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, speaking, and listening development.

 **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 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.

 **Be sure to develop goals and activities within each of the following four areas, as these are areas most frequently addressed in grant requirements. (Sample goals for each of these areas can be found on pages 24-25.)**


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 may include, but are not limited to:


- Number of teachers and administrators trained
- Number, types, and frequency of staff development sessions
- Student achievement scores in specific skill areas
- Number of Reading Coaches trained
- Number and types of books added to classroom or school libraries

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

Objective (Performance Target)	Timeline	Effectiveness Indicator
Beginning in September 2004, all K-3 teachers will apply research-based instructional strategies, addressing the five essential components of Reading, supported through the <i>WiggleWorks</i> program.	Sept. 2004 to June 2005	Teacher lesson plans
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 teach the five essential components of Reading.	Sept. 2004 through June 2005	Number of K-3 teachers completing online professional development courses

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 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 as outlined in your local application**
- **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**


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. Please see examples of activities and timelines on page 26 of this Toolkit.**

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 in the appendix only, and only if the instructions in the application 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’s scientifically research-based **WiggleWorks** and Scholastic Red courses can be effectively integrated with school activities that are being funded by other federal, state, or local sources. The federal programs for which Scholastic products qualify include, but are not limited to, the following:*

- *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 IV, Part B: 21st Century Community Learning Centers*
- *Title V, Part A: Innovative Programs*
- *Individuals with Disabilities Act (IDEA)*

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 scientifically research-based instructional materials to ensure the continued development of the skills and strategies students need to succeed in school.*

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.

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


A comprehensive evaluation plan should include both process and product data. This data is then used to guide future 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
- Professional development training

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.


 **Repeat the administration of the surveys used for the needs assessment at the beginning of the grant period. Compare the results to determine growth and use the data to evaluate the success of the grant project and determine next steps.**

 **A sample evaluation plan can be found on pages 27-29 of the Toolkit.**

 **WiggleWorks** software contains assessment tools that can be used to evaluate students' growth as they move through the program.




- The Work Record tracks the stages, levels, and books in which individual children have worked. It also records with whom each child worked.
- The Student Log records the time children spent in each activity area and what they accomplished, such as the number of pages read and the number of words added to the My Words list.
- In the Student Work section, teachers view children's saved work in each area. The work can then be copied into the Portfolio for that child.

 The **WiggleWorks Teacher's Assessment Guide** provides instruments that can be used to assess, evaluate, and record children's literacy skills.

 Scholastic Red courses include assessment skills and strategies for working with different student populations, including special education students, ELD/ELL, and advanced learners.

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. Comprehensive reading programs also include the effective integration and use of supplemental and intervention materials that are based on scientific 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.***

10. Appendix

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

-  ***The applicant should submit only what the 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.

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, objectives, and effectiveness indicators that relate specifically to your project's needs.***


Instructional Design/Content


<p>Educational Goal: All K-3 teachers will use scientifically research based materials, methods, and strategies to teach phonemic awareness, phonics, fluency, vocabulary and comprehension.</p>			
Objective (Performance Target)	Positions Responsible	Timeline	Effectiveness Indicator
Beginning in September 2004, all K-3 teachers will apply research-based instructional strategies, addressing the five essential components of Reading, supported through the <i>WiggleWorks</i> program.	Language Arts Teachers	September 2004 through June 2005	Teacher lesson plans

 *Students who use **WiggleWorks** receive instruction and reinforcement in the five essential components of reading—phonemic awareness, phonics, vocabulary, fluency, and comprehension. **WiggleWorks** features interactive books with scaffolded reading support and activities, leveled books for independent reading and take-home learning, and other materials that help increase student reading achievement.*

Professional Development

<p>Educational Goal: All K-3 teachers will receive training in the application of scientifically based methods and strategies to teach phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p>			
Objective (Performance Target)	Positions Responsible	Timeline	Effectiveness Indicator
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 teach the five essential components of Reading.	Teachers	September 2004 through June 2005	Number of K-3 teachers completing online professional development courses


 *A staff-development videocassette is provided with **WiggleWorks** to introduce 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*


School-to-Home Connection


<p>Educational Goal: Parents will be regularly informed about the effectiveness of the program at raising their child's achievement in reading.</p>			
Objective (Performance Target)	Positions Responsible	Timeline	Effectiveness Indicator
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 content skills at home.	K-3 Teachers	September 2004 through June 2005	Quarterly benchmark Reports

 *Students can copy to disk or print out their own readings, stories, and word lists related to the books read and share them with their families. Multiple copies of each book are provided for repeated readings at home. "Take the Book Home" activities are suggested in each book's Teaching Plan.*

Assessment/Evaluation

<p>Educational Goal: All K-3 teachers will continually collect and use meaningful information to measure students' academic progress and inform instruction.</p>			
Objective (Performance Target)	Positions Responsible	Timeline	Effectiveness Indicator
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 and schedule of testing dates

 *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. The work can be copied into the Portfolio for that child.*

 *Teachers also use Benchmark Books/running records to monitor student progress during the school year. While a student reads the book aloud, the teacher tabulates miscues. Miscues help teachers identify the reading strategies that a student uses and what percentage of the text the child is reading accurately.*


Sample Activities for Goals and Objectives

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.**

<p>Goal: All K-3 teachers will receive training in the application of scientifically based methods and strategies to teach phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p>			
<p>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 teach fluency.</p>			
Specific Activities	Positions Responsible	Timeline	Effectiveness Indicator
1. Purchase the <i>Scholastic Red</i> program to train teachers in the five essential components of an effective reading program.	LEA Technology Leaders	Fall 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	Campus Administrators	Fall 2004 Spring 2005	Tabulated results of surveys for Fall & Spring
3. Develop and conduct a yearlong calendar of training sessions, using the <i>Scholastic Red</i> online and on-site courses.	LEA Curriculum Leaders	Academic Year 2004-2005	Training calendar Schedule of Classes
4. Identify and track teachers and administrators who complete the <i>Scholastic Red</i> training program.	LEA Curriculum Leaders	Spring 2005	Numbers of teachers/administrators certified
5. Conduct a survey to identify the scientifically based methods and strategies being used to teach fluency.	Campus Administrators	Academic Year 2004-2005	Number of teachers who systematically and explicitly teach fluency as measured by class lesson plans and observations by administrators.

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 language and literacy development 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, collect 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 Executive Committee will gather information during the implementation process and evaluation activities to 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 teacher knowledge and qualifications*
- ◆ *Improvement in outcomes for children's reading, language, cognitive, and literature skills*

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 screening reading assessments, progress monitoring assessments, and child outcome data in your evaluation plan.***

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 classroom environment*
- ◆ *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 will be addressed:**

- *How effective have the instructional strategies and measurement methods been in ensuring that the targeted student population learns to read well by the end of third grade?*
- *How has the Reading First Program enhanced the phonemic awareness, phonics, fluency, vocabulary, and comprehension skills of the targeted student population?*

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 how we teach our students and prepare them for future reading and school success?*
- ◆ *To what extent, by (Date), are all students ready to transition to the next grade level?*
- ◆ *To what extent, by (Date), do all teachers have increased knowledge, skill, and instructional methodologies in the literacy development of students?*
- ◆ *To what extent, by (Date), do 100% of parents of participating students show increased involvement in their children’s reading success and school activities?*

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.