Scholastic Inc. has prepared this Grant Assistance Toolkit to assist local education agencies (LEAs) in the development of a grant project for the *21st Century Community Learning Centers* program that incorporates **READ 180**.   The Toolkit provides key information in these areas:

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

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

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

Using the Toolkit

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

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

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

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

CONTENTS

     ✎ *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 <u>your project's needs, vision, programs, and design</u> when you write your application*.

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Funding Program Overview: 21st Century Community Learning Centers

The information in this section of the toolkit is based on the *21st Century Community Learning Centers Non-Regulatory Guidance* (February 2003) that is available at this website:
http://www.ed.gov/21stcclc/

Goal of 21st Century Community Learning Centers

Title IV, Part B, of the *No Child Left Behind Act of 2001* (NCLB) is known as the *21st Century Community Learning Centers* (*21st CCLC*) program. The *21st CCLC* program focuses on helping children in high-need schools succeed academically by providing remedial education and enriching academic experiences during after school hours.

This program provides funds to:

- Create community learning centers that provide academic enrichment opportunities for children so they can meet state standards in core academic subjects

- Offer a broad array of enrichment activities that complement a regular academic program

- Offer literacy and other educational services to families of participating children

Allocation of Funds

According to federal guidelines, the United States Department of Education allocates funds to the states by formula. The State Educational Agency (SEA) distributes funds to Local Education Agencies (LEAs) and other eligible organizations on a competitive basis.

Acceptable Use of Funds

21st CCLC funds can be used to provide a variety of activities outside of regular school hours to advance student achievement and promote parent involvement and family literacy. These include, but are not limited, to the following:

- Remedial education activities and academic enrichment programs to improve student achievement in core academic subjects

- Tutoring services and mentoring programs

- Activities for limited English proficient students that emphasize language skills and academic achievement

- Telecommunications and technology education programs

- Programs that promote parental involvement and family literacy

- Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement

Eligibility

21st CCLC primarily targets students who attend schools eligible for Title I schoolwide programs and their families. However, services may also support Pre-K and adult literacy activities for the families of participating students. Eligible organizations are encouraged to collaborate with the schools the children attend.

Examples of eligible agencies and organizations that are eligible for *21st CCLC* include, but are not limited to:

- Local Education Agencies (LEAs)
- Private Schools
- Open Enrollment Charter Schools
- Community-based Organizations
- Non-profit agencies

- City or County government agencies
- Faith-based Organizations
- Institutions of Higher Education
- For-profit corporations

Required Project Components

All applicants for *21st CCLC* funds must prepare a program that addresses a number of required components. The required components include, but are not limited to, the following:

- Activities that are expected to improve student achievement and, where appropriate, based on scientific research

- A program that follows the *principles of effectiveness* by being based on
    o Assessment of objective data regarding need for before- and after-school programs
    o Established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities
    o If appropriate, scientifically based research that provides evidence that the program or activity will help students meet state and local achievement standards

- Evaluation of community needs and available resources and a plan for meeting those needs

- Description of the eligible organization's success in providing educational activities that will complement and enhance the academic performance, achievement and positive youth development of students

    📖 *Scholastic's **READ 180** can help an organization provide a program that address each of the above 21st CCLC requirements.*

Accountability

Recipients of *21st CCLC* funds must implement a program that meets the *principles of effectiveness*. They must also periodically evaluate their programs to assess progress toward the goal of providing high-quality opportunities for academic enrichment.

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READ 180 Alignment to Key 21st CCLC Requirements

The following chart details how **READ 180** can support the development of a 21st Century Community Learning Centers program. The criteria are drawn from the federal *21st Century Community Learning Centers Non-Regulatory Guidance* (February 2003).

Key Criteria for 21st CCLC Programs	📖 **READ 180** Alignment
Activities that provide remedial education and academic enrichment to improve academic achievement.	**READ 180** is a research-based, intensive reading intervention program designed to meet the needs of students in grades four and above who are reading below the proficient level. Through a systematic program that combines computer adaptive instructional software, leveled literature, and direct instruction, students are able to make significant gains in reading achievement.
Activities for limited English proficient students that emphasize language skills and academic achievement.	Instructional strategies in the **READ 180** program are specifically tailored to the needs of students who are limited English proficient. For example, video clips in the instructional Software help students build mental models and develop visual images before reading. Students also have ample opportunities to hear modeled reading and practice reading along with skilled narrator. Support is also available for the instructional staff to better equip them to serve limited English proficient students. The intensive in-service plan for implementing **READ 180,** including the **Scholastic Red** course, *READ 180: Making it Work in the Classroom,* provides a variety of instructional strategies and practical suggestions for working with this population group.
Activities involving telecommunications and technology education programs	**READ 180** effectively integrates technology to raise the reading achievement of below level students**.** The **READ 180** Software provides patient, nonjudgmental feedback as well as encouragement and success for struggling readers. The program delivers assessment-driven, standards-aligned instruction that addresses students' specific deficits. It develops essential skills, provides continual guided practice, and includes motivating materials that promote success in reading as well in as other aspects of the school experience.
Activities to promote parental involvement and family literacy	**READ 180** has proven to effectively raise reading scores and provide at-risk middle and high school students with the critical literacy skills they need to be successful. Because the program successfully addresses the literacy needs of older struggling readers, parents and family members who have similar needs can benefit from the systematic and individualized instruction that is patient, non-threatening, and encouraging.

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Key Criteria for 21st CCLC Programs	📖 *READ 180* Alignment
Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement.	During the research and development phase of *READ 180*, the program was piloted in three middle school classrooms in 1994-1995 as part of the Orange County Literacy Project in Orange County, Florida. After one year in the program, students in the Project showed significant gains in reading. In addition, significant gains were noted in self-esteem and spelling. School attendance and grade point average also improved. *READ 180* addresses the problems of students who are trapped in a cycle of failure by providing them with many opportunities to experience success from the start. In the Software, the instruction and practice are customized according to students' abilities--to prevent frustration and build success. Motivational videos help students adopt positive attitudes toward reading. Anecdotal records from studies of *READ 180* indicate that students are enthusiastic about the program and that their reading confidence improves while using the program. Research on older struggling students suggests that this positive shift in student attitudes can contribute to long-term academic success.
Programs and activities that follow *principles of effectiveness* by being based on • Assessment of objective data regarding need for before- and after-school programs • Established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities • If appropriate, scientifically based research that provides evidence that the program or activity will help students meet state and local achievement standards	As a comprehensive reading intervention program, *READ 180's* research foundation is extensive. Scholastic can provide specific citations from research that support the content, design, and instructional methods and strategies for these areas: • Phonemic Awareness • Phonics • Fluency • Vocabulary • Comprehension • Spelling • Writing • Technology and Instruction • English-Language Learners • Motivation All professional development from *Scholastic Red* is grounded in research-based and validated practices that result in teachers learning and applying new strategies to directly influence student performance. Every *Red* course incorporates characteristics that research confirms are key for effective professional development: • Research-based content and strategies • Modeling and presentations by skilled practitioners • Practice in a controlled risk-free environment • Coaching, feedback and reflection • Coherence and alignment to academic standards • Promotion of strong, shared leadership by principals and district leaders

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Key Criteria for 21st CCLC Programs	📖 _READ 180_ Alignment
The eligible entity has experience or promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students.	_READ 180_ has a history of helping struggling students break the reading failure cycle and turn their lives around. The _READ 180_ program shows respect for the older, struggling reader by presenting age-appropriate materials that engage them at reading levels where they can experience success. As students experience reading success they also develop more positive attitudes towards learning. _READ 180_ was developed in collaboration with Vanderbilt University and is based on ten years of research by Dr. Ted Hasselbring. From 1994 through 1998, the program was tested in Orange County Public Schools in Orlando, Florida, and repeatedly proved that it could raise reading scores. Since 1998, _READ 180_ has been successfully implemented in thousands of classrooms and continues to demonstrate its success at improving the literacy skills of struggling readers. _READ 180's_ effectiveness at raising reading scores has been independently validated through efficacy studies conducted in Atlanta, GA; Boston, MA; Dallas, TX; Columbus, OH; Los Angeles, CA; and the Department of Defense Schools.

To sustain a quality program, staff delivering academic support and enrichment services should be provided ongoing training and learning opportunities	To ensure the success and sustainability of the _READ 180_ program, Scholastic offers a four-step in-service and professional development plan that district teams may customize. Options include:
	• On-site leadership development for principals, reading coaches, and technology coordinators.
	• On-site implementation for _READ 180_ teachers and reading coaches.
	• On-site interactive follow-up for _READ 180_ teachers and reading coaches.
	• A facilitated online or in-person professional development course from _Scholastic Red_ entitled _READ 180: Making It Work in the Classroom_. The course provides:
	  o Proven, scientifically based teaching strategies and methods to help raise student achievement in reading.
	  o 24-hour, just-in-time access to resources and training.
	  o Interactive simulations and video modeling of research-based practices by master practitioners in real classrooms.
	Optional ongoing training and support for teachers by _Scholastic Red_ Consultants and _Red_-trained Facilitators is also available, as well as additional _Scholastic Red_ online courses that build upon the _READ 180_ program.

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Key Criteria for 21st CCLC Programs	🕮 *READ 180* Alignment
Academic activities are aligned with the schools curriculum in the core subject areas.	**READ 180** provides targeted skills instruction for the core subjects of reading and language arts. **READ 180** is correlated to state standards and will effectively reinforce and support the regular curriculum in these areas: • Phonics and syllabication • Spelling • Fluency • Word analysis and vocabulary development • Comprehension • Writing • Grammar, usage, mechanics • Test-Taking Strategies For **READ 180** correlations to state standards, visit this website: *http://teacher.scholastic.com/read180/fund/standards.htm* **READ 180's** *Topic CDs* deliver individualized reading instruction in the context of these curriculum content areas: people and cultures, science, math, history and geography. Students also independently read leveled paperbacks in a variety of genres such as fiction, nonfiction, poetry, classics, and biography.
Program was developed and will be carried out in active collaboration with the schools the students attend.	Scholastic will collaborate with a district to develop a customized plan for the implementation of **READ 180** for a *21st CCLC* program. The **READ 180** instructional model follows a recommended 90-minute block plan, but flexible scheduling options are also possible to accommodate before- and after- school times. District collaboration also involves identifying a plan for staff training. The **READ 180** program offers a four-step in-service and professional development plan that includes: • Onsite implementation training to provide teachers with literacy and technology support for starting the program. • Follow-up training sessions that focus on instructional strategies and practical suggestions for using READ 180. • An online professional development course through **Scholastic Red**, *READ 180: Making it Work in the Classroom*, to provide teachers with added support for successfully implementing and managing a **READ 180** classroom.

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Key Criteria for 21st CCLC Programs	📖 *READ 180* Alignment
The program includes a plan for how the community learning center will continue after funding under this part ends	Scholastic is committed to ensuring the sustainability of *READ 180* beyond the period funded by a *21st CCLC* grant. To this end, Scholastic will work with a district to train its teachers in the use of effective, research-based instructional methodologies and offers a variety of ongoing support to ensure the continued development of the skills and strategies students need to succeed in school. *READ 180* and training from *Scholastic Red* can be effectively integrated with other school or district activities that are being funded from sources other than *21st CCLC*. The federal funding programs for which *READ 180* and **Scholastic Red** qualify include: • Title I, Part A – Improving Basic Programs • Title I, Part B – Reading First • Title I, Part F– Comprehensive School Reform • Title II, Part A – Improving Teacher Quality • Title III – English Language Acquisition • Title V, Part A – Innovative Programs
The program or activity shall undergo a periodic evaluation to assess its progress toward achieving its goal of providing high quality opportunities for academic enrichment.	*READ 180* data can be used to evaluate the progress of *21st CCLC* activities and determine the effectiveness of the program at raising reading achievement. *READ 180* provides continuous assessment and immediate feedback for students and teachers. The *READ 180* program contains tools for initial screening, diagnostic placement, progress monitoring, and progress evaluation. All student data generated by the Software is tracked and monitored by the Scholastic Management Suite and used to adjust instruction. The Management Suite also generates detailed reports to track learning gains and inform teacher-led instruction.

Customize Your Competitive Grant

This section of the Toolkit provides basic information for those preparing to write a competitive *21st Century Community Learning Centers* 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 grant are fairly consistent.

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

Parts of a Competitive Grant Application

There are 10 basic parts to a competitive grant application. These parts are also addressed in a *21st CCLC* grant. Information is provided for each part to help you make sure all components are thoroughly addressed. Remember to incorporate specific information that is unique to your project for each of these areas.

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

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.*

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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 and their families.

The focal point of the needs assessment for a *21st CCLC* application should be *acquisition of services* for the targeted population, and *not acquisition of funds.* It is important to gather objective data regarding the need for before-and after-school programs and activities for schools and communities.

✎ *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 Achievement Data
- Parental Involvement Needs
- Staff Training Needs

- Socioeconomic Data
- Academic Needs
- Technology Needs
- Family Literacy Needs

📖 *The reliability- and validity-tested Scholastic Reading Inventory (SRI) that is part of* **READ 180** *can be used for identifying student needs, setting performance targets and assessing project effectiveness at the end of the grant period.*

✎ *Step Two:* **Review the Data**
Have several people, such as classroom teachers, curriculum specialists, technology leaders, and special needs teachers, review the data. Look at the student performance data as a whole set, but then disaggregate the data into subsets by demographic focus groups.

✎ *Step Three:* **Determine Needs Based Upon the Data**
Based upon the disaggregated data, determine the specific needs for students, teachers, and parents. The educational goals, performance targets, and activities, will be based upon these specific needs.

✎ *Step Four:* **Write the Needs Assessment**
Using the data gathered in Step One and the needs established in Step Three, develop a clear and detailed statement that specifies needs for academic achievement, staff training, and parental involvement.

3. Educational Goals and Objectives

First and foremost, your *educational goals* must be aligned with the project's assessed educational needs and consistent with the goals of the *21st Century Community Learning Centers* 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 funds.

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✎ *Be sure to develop goals and activities within each of the following areas, as these are areas covered in 21st CCLC programs.*

1. Academic Improvement
2. Staff Training
3. Family Literacy
4. 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).

✎ *Examples of objectives for 21st CCLC programs include, but are not limited to the following:*
- *Increase the percent of 21st CCLC students who pass the state assessment exam*
- *Increase the percent of 21st CCLC students who are promoted to next grade*
- *Increase the percent of 21st CCLC students who graduate*
- *Increase the percent of families participating in family literacy activities*
- *Increase the number of students who increase proficiency in reading as demonstrated by pre- and post-testing*

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 staff trained
- Number of student promoted to next grade
- Number of students who pass state assessments

- Percent increase in reading scores
- Drop out rates
- Percent of parents participating

✎ *Please see examples of ways to organize your goals, objectives, and effectiveness indicators on pages 17-21 of this Toolkit.*

4. Activities and Timeline

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

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

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✎ *Be sure your activities:*
- *Relate directly to the program goals, as well as to the project description and project requirements of the RFA.*
- *Address the identified needs of the targeted population that should include students and their families.*
- *Are clearly stated and sufficient to carry out the proposed program.*
- *Are designed to provide <u>measurable</u> outcomes.*

✎ *Sample activities for the goal area of Academic Improvement can be found on page 22.*

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 <u>*each major activity*</u>.

✎ *Rather than creating a separate timeline document, applicants are encouraged to indicate timelines with each activity as the examples on page 22 shows.*

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 <u>only</u> in the appendix and <u>only</u> if the RFA instructions allow for them.*

6. Resource Management

Applications require an explanation about how <u>existing</u> 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.

21st CCLC program funds can be used to meet the needs of parents seeking supplemental educational services (such as tutoring and academic enrichment) for their children. Local *21st CCLC* programs may also work in collaboration with programs to supplement services to target populations such as migrant students.

✎ *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.*

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 📖 *Each stage of **READ 180** contains all the necessary materials to address teacher and student needs for 1 year. These materials include student software licenses and a professional development plan that features an online professional development course from **Scholastic Red**. Because **READ 180** materials are nonconsumable, and the software licenses can be transferred from student to student as they move in and out of the program, the cost per student lowers over time. (Please contact a Scholastic representative to discuss a customized plan and review associated costs.)*

 📖 ***READ 180** and **Scholastic Red** can be effectively integrated with other school or district activities that are being funded from sources other than 21st CCLC. The federal funding programs for which **READ 180** and **Scholastic Red** qualify include:*

- *Title I, Part A – Improving Basic Programs*
- *Title I, Part B – Reading First*
- *Title I, Part F – Comprehensive School Reform*
- *Title II, Part A – Improving Teacher Quality*
- *Title III – English Language Acquisition*
- *Title V, Part A – Innovative Programs*

7. Sustainability

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

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

8. 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.	Product Evaluation focuses on measuring final outcomes against project goals, objectives, and performance targets.
▪ Site visits or administrative observations ▪ Integration surveys ▪ External evaluation of impact on student achievement ▪ Staff training completed	▪ Evaluation of family literacy activities ▪ Evaluation of staff training activities ▪ Standardized or benchmark tests of student achievement.

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

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

  📖 *The* **READ 180** *Management Suite continuously gathers data on student progress from the moment a student logs on to the Software. It also contains three assessment instruments and generates a variety of reports to monitor progress and inform instruction:*
  1. Scholastic Reading Inventory *contains norm-referenced data so that teachers can use it on a periodic basis to measure learning gains.*
  2. *The four instructional software zones within* **READ 180** *have embedded assessments that are used to track student progress and inform instruction, and*
  3. *The* Reading Counts! *assessment instrument consists of hundreds of software-based, multiple-choice quizzes to monitor independent reading.*

- Parental Involvement—An extremely important requirement of the *21st CCLC* grant program is that projects demonstrate an increase in parental involvement and communication. One way to gather the parental involvement data is to survey parents' opinions and behaviors regarding their involvement in schools. Match your goals to the needs identified on the survey.

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

9. Budget

✏ *The budget is an estimate of the project costs, but the project budget should be as accurate as possible at the time of submission. It should not include any "padded" amounts for expenditures.*

✏ *The budget and narrative should align directly. It is best to make a list of all budgetary costs, based upon the narrative sections. Make sure that the budget includes a line item for every cost that the narrative describes.*

✏ *It is advisable to consult with your business office prior to submitting the application.*

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 official application allows.*

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Grant Writing Tools and Tips

Helpful Hints

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

- FOLLOW THE DIRECTIONS! Carefully read the RFA/RFP to ensure that you include all of the required information and forms.

- Disaggregate student achievement data and identify your needs.

- Write concisely and in the active voice.

- Write to communicate, not to impress.

- Write, rewrite, and then ask an objective reader to comment and edit.

- Use a simple document design—Times New Roman or Arial, 10 or 12-point font.

- Note the application deadline. Send or deliver your proposal *prior* to the deadline.

- If your proposal is not funded, be sure to request copies of the reviewers' comments and use them to improve the proposal before the next submission.

- Be persistent. Consider the grants that are not funded as valuable practice and choose to learn from the experience.

- If you do not qualify, do not apply!

- Start early, plan ahead, and allow plenty of time for writing, revising, and editing.

- Remember that a deadline is a deadline.

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

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Sample Goals, Objectives, and Effectiveness Indicators

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

> *Goals* state the planned outcome that will solve the problem addressed in the needs statement.
>
> *Performance targets* are a series of clearly defined *objectives* that increase in expectation as they progress on a timeline, culminating at an overall performance or educational goal. *Performance targets* are Specific, Measurable, Attainable, Research-based, and Timely (SMART).
>
> *Effectiveness indicators* detail the type of specific information used to measure whether or not an objective is reached.

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

- Academic Improvement
- Staff Training
- Family Literacy
- 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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Academic Improvement

A _21st CCLC_ program can be an important component in a school improvement plan, particularly as it offers extended learning time to help children state standards. Local programs must ensure that the academic services they provide are aligned with the school's curriculum in the core subject areas.

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

- _Phonics and syllabication_
- _Spelling_
- _Fluency_
- _Word analysis and vocabulary development_

- _Comprehension_
- _Writing_
- _Grammar, usage, mechanics_
- _Test-Taking Strategies_

Educational Goal:
Seventy-five percent of the students in the 21st Century Community Learning Centers program will raise achievement scores in reading.

Objectives (Performance Targets)	Positions Responsible	Timeline	Effectiveness Indicator
• By the end of the 2003-2004 school, 75% of the _21st CCLC_ students will demonstrate increased proficiency in reading as demonstrated by pre- and post-testing • By the end of the 2002-2003 school, 50% of the _21st CCLC_ students will demonstrate increased proficiency in reading as demonstrated by pre- and post-testing	_21st CCLC_ Staff and Classroom Teachers	Sept. 2002 to June 2004	Percentage of students who improved their reading scores as measured by pre- and post-tests.

Staff Training

In order to ensure the sustainability of a quality *21st CCLC* program, is it recommended that staff and volunteers who will be delivering academic support and enrichment services be provided with ongoing training and learning opportunities.

 🕮 *READ 180* offers a four-step in-service and professional development plan that district teams may customize. It includes

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

Educational Goal:

All staff delivering academic services will receive online professional development to expand their understanding of how to apply effective research-based methods and strategies to teach reading.

Objective (Performance Target)	Positions Responsible	Timeline	Effectiveness Indicator
By June of 2004, 100% *21st CCLC* staff delivering academic services will be enrolled in an online professional development course that addresses applying research-based methods and strategies to the teaching of reading to middle school students.	Staff	June 2004	Percentage of staff successfully completing online professional development courses in reading

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Family Literacy

Community learning centers must provide activities that promote parent involvement and family literacy.

    📖 *READ 180 has proven to effectively raise reading scores and provide at-risk middle and high school students with the critical literacy skills they need to be successful. Because the program successfully addresses the literacy needs of older struggling readers, parents and family members who have similar needs can benefit from the systematic and individualized instruction that is patient, non-threatening and encouraging.*

Educational Goal:			
Improve the literacy of the adult family members related to the children participating in the *21st CCLC* program.			

Objective (Performance Target)	Positions Responsible	Timeline	Effectiveness Indicator
• For the 2004 school year, increase the number of families participating in a technology-based reading improvement program by 10%. • For the 2003 school year, 25% of the families of *21st CCLC* students will participate in a technology-based reading improvement program.	Teachers	September 2003 through June 2005	Number of families involved in the program each year.

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Evaluation

The *21st CCLC* program is required to conduct a periodic evaluation to assess its progress toward achieving the goal of providing high quality opportunities for academic enrichment. This data is then used to refine, improve, and strengthen the program. Future funding is also dependent on the results of this evaluation.

 📖 *The **READ 180** Management Suite continuously gathers data from the moment a student logs on to the Software. This data includes the results of ongoing diagnostic and curriculum-embedded assessments, as well as continuous evaluation of student progress and mastery. The Management Suite also produces detailed progress reports, allowing teachers to identify the skills mastered and areas where improvement is needed so instruction can be modified accordingly.*

 📖 *The reliability- and validity-tested Scholastic Reading Inventory (SRI) that is part of the **READ 180** program is an effective instrument for gathering data that can be used to evaluate the effectiveness of the grant project. SRI helps teachers individualize instruction, track student reading growth over time, and match readers to text.*

Educational Goal:
The learning center will determine the effectiveness of the technology-based reading intervention program at raising student achievement over the period of the grant project.

Objective (Performance Target)	Positions Responsible	Timeline	Effectiveness Indicator
In the Spring of 2003, 80% of students involved in the technology-based reading intervention program will raise their 2002 scores on the state reading assessment by 5 points.	*21st CCLC* Staff, Classroom Teachers	March 2003	Number of points gained in reading between the 2002 the 2003 state assessments.

Sample Activities

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

✎ _These are provided as examples or suggestions. You should develop your own activities specific to your needs._

Educational Goal:
All students participating in the _21st CCLC_ program will improve their reading achievement.

Objective:
For the 2003-2004 school year, 100% of the students reading below grade level will raise their reading achievement scores.

Specific Activities	Positions Responsible	Timeline	Effectiveness Indicator
1. Purchase **READ 180**.	Program Coordinator	April 2003	Purchase orders
2. Schedule 1 leadership training session for program leaders.	Program Coordinator	August 2003	Number of program leaders completing the training
3. Schedule 1 implementation training for staff delivering academic services.	Program Coordinator	August 2003	Number of staff completing the training
4. Enroll staff in the _Scholastic Red_ facilitated online professional development course to assist in the effective implementation of **READ 180.**	Department Chairperson	August 2003	Number of staff completing the Red course
5. Implement the **READ 180** program.	Program Staff	September 2003	Number of staff using **READ 180**
6. Students take state reading exams.	Program Staff	April 2004	Increase in reading scores over the April 2003 scores

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About Scholastic Inc.

Scholastic is committed to providing teachers with effective materials for every stage of reading instruction to ensure that students develop the skills and strategies needed to succeed in school. Our reputation is built on an 84-year history of helping foster and support effective learning for all students. For years, we have worked with leading researchers to develop scientifically based products that produce significant results in student achievement, as well as meaningful changes in teacher effectiveness.

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

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