



**SCHOLASTIC
OFFICE OF
EDUCATIONAL
ASSISTANCE**

Grant Assistance Toolkit
Smaller Learning Communities Program
Featuring **READ 180®**
With professional development from Scholastic RED™

Scholastic Inc. has prepared this Grant Assistance Toolkit to assist Local Educational Agencies (LEAs) in the development of a grant project for the *Smaller Learning Communities 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 transitional three 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***

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 application.*

Funding Program Overview: Smaller Learning Communities Program (SLC)

The information in this section of the Toolkit is based on the Selection Criteria published in the *Smaller Learning Communities Application Package* for the FY 2004 “Regular” Competition, which is available at this website:

<http://www.ed.gov/programs/slcp/applicant.html>

Purpose of the Smaller Learning Communities Program

Title V, Part D, of the *No Child Left Behind Act of 2001* (NCLB) is known as the *Smaller Learning Communities Program* (SLC). The SLC program supports the development of small, safe, and successful learning environments in large high schools. The goal is to ensure that all students graduate with the knowledge and skills necessary to make successful transitions to college and careers.

This program provides competitive grants to Local Educational Agencies (LEAs), or to schools funded by the Bureau of Indian Affairs (BIA) to develop, implement, or expand smaller learning communities in their large high schools. The USDOE expects these strategies to:

- ◆ Improve student achievement
- ◆ Increase the number of students mastering State content and performance standards
- ◆ Improve student attendance rates, graduation rates, and college enrollment rates
- ◆ Reduce the frequency of disciplinary actions
- ◆ Create a safe, drug-free learning environment

Eligibility

Local Educational Agencies applying on behalf of up to 10 large public high schools, including schools funded by the Bureau of Indian Affairs and Educational Service Agencies, are eligible to apply for an implementation grant.

“Large high schools” are schools that include Grades 11 and 12 and enroll at least 1,000 students in Grades 9 and above. Applicants may work independently or in partnership with other public agencies and/or private non-profit organizations. A group of LEAs is also eligible to apply, following procedures specified in 34 CFR 75.127-75.129 of EDGAR. For the purposes of this program, an individual LEA or group application may not request funding for more than 10 individually eligible schools. LEAs must include the name(s) of the eligible school(s) and the number of students enrolled in each school. Applicants may provide eligibility data, based upon enrollment during the current school year or the most recently completed school year.

Types of Grants

Implementation grants will be awarded for a 60-month period to support extensive redesign and improvement efforts, professional development, direct student services, and other activities associated with creating or expanding a *Smaller Learning Communities* program. In order to ensure sufficient implementation funds at the local level, LEAs may not request funds for more than 10 schools under a single implementation application. For a 60-month implementation grant, LEAs may receive on behalf of a single school \$650,000 to \$1,175,000, depending upon the size of the school. LEAs applying on behalf of a group of eligible schools may request up to \$11,750,000 per implementation depending on the size and number of schools.

Range of Awards

The actual size of awards will be based on a number of factors. These factors include the scope, quality, and comprehensiveness of the proposed project and the range of awards indicated in the application. The following chart provides the possible ranges of awards per high school size for 60-month grants:

Student Enrollment	Award Ranges Per School
1,000-2,000 students	\$650,000-\$800,000
2,001-3,000 students	\$650,000-\$925,000
3,001-4,000 students	\$650,000-\$1,050,000
Above 4,000 students	\$650,000-\$1,175,000

Allowable Activities

Examples of activities that may be conducted under an implementation grant include:

- ◆ Implementing and expanding strategies for creating the smaller learning community or communities within the designated large high schools
- ◆ Implementing and expanding complementary personalization strategies, as well as effective and innovative changes in curriculum and instruction, that are geared to high State content standards and academic achievement standards within the designated large high schools
- ◆ Providing professional development for school staff as it relates to the needs of the staff and the goals of the smaller learning communities
- ◆ Involving parents, business representatives, local institutions of higher education, community-based organizations (including faith-based organizations), and other community members in the smaller learning communities as facilitators of activities that promote the schools' goals, as well as to provide links between students and their community
- ◆ Obtaining the services of outside experts in the implementation of the smaller learning community, which may include assistance in curriculum development, leadership strategies, community consensus building, data collection, or evaluation design
- ◆ Providing stipends and release time for teachers, administrators, and community members involved in the implementation or expansion of the smaller learning community

Absolute Priority

Helping All Students Succeed in Rigorous Academic Courses

This priority supports projects that will implement a coherent set of strategies and interventions that are designed to ensure that all students who enter high school with below grade level reading/language arts or mathematics skills “catch up” quickly. By no later than the end of Grade 10, students attending grant project schools should acquire the reading/language arts and mathematics skills they need to participate successfully in rigorous academic courses that will equip them with the knowledge and skills necessary to transition successfully to postsecondary education, apprenticeships, or advanced training.

These accelerated learning strategies and interventions must:

- ◆ Be grounded in the findings of scientifically based and other rigorous research
- ◆ Include the use of age-appropriate instructional materials and teaching and learning strategies
- ◆ Provide additional instruction and academic support during the regular school day, which may be supplemented by instruction that is provided before or after school, on weekends, and at other times when school is not in session
- ◆ Provide sustained professional development and ongoing support for teachers and other personnel who are responsible for delivering instruction


The Secretary will fund only applicants that meet the absolute priority described above.

NOTE: Applicants must clearly identify the proposed grant-funded smaller learning communities in their application. Additionally, students must be placed in smaller learning communities based on student/parent choice or through random assignment.

Intergovernmental Review of Federal Programs

Intergovernmental review applies to each program that is subject to the requirements of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR part 79.


Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. A listing containing the Single Point of Contact for each State is included in the SLC Application Package.


 ***For specific Intergovernmental Review procedures and State Single Point of Contacts for your state, please refer to Section 4C of the SLC Application Package.***


Application Deadline: June 7, 2005




READ 180 Aligns to Smaller Learning Communities Program (SLC)



The following chart details how **READ 180**, a comprehensive reading intervention program, can support the development of a *Smaller Learning Communities* (SLC) program. The criteria are drawn from the Selection Criteria used for evaluating applications as published in the SLC Application Package released April 29, 2005.


Key Criteria for SLC Programs	 READ 180
<p>1. Implements or expands strategies that are likely to create an environment in which a core group of teachers and other adults within the school:</p> <ul style="list-style-type: none"> ▪ Knows the needs, interests, and aspirations of each student well ▪ Closely monitors each student's progress ▪ Provides the academic and other support each student needs to succeed 	<p>The READ 180 reading intervention program provides each student with individualized data-driven instruction and practice based on screening, diagnostic, and continuous progress monitoring assessments. The software management system can generate detailed reports that enable teachers to identify and measure skills students have mastered and areas where they require further improvement. Students work at the most appropriate level and receive continuous support. The program's high-interest, age-appropriate materials keep students engaged in the learning process.</p> <p>These READ 180 assessment instruments provide teachers with critical data for differentiating instruction and monitoring students' progress:</p> <ul style="list-style-type: none"> ▪ <u>READ 180 Software.</u> The program's "intelligent software" collects data based on individual responses and adjusts instruction to meet each student's needs. Data includes students' achievement in the program's Reading Zone, Word Zone, Spelling Zone, and Success Zone. ▪ <u>Scholastic Reading Inventory (SRI).</u> This computer-adaptive tool measures students' reading comprehension and matches them to appropriately challenging books so they can read with success. <i>SRI</i> reports data in percentile rank, stanine, normal curve equivalent (NCE), grade level standard, performance standard, and Lexile® measure. Teachers can use the criterion- and normed-reference test scores for diagnostic, instructional planning, intervention, and progress monitoring purposes. ▪ <u>Scholastic Reading Counts!</u> Through computerized quizzes, <i>Reading Counts!</i> monitors student completion and comprehension of Audiobooks and Paperbacks in the READ 180 program. Actionable reports give teachers diagnostic, intervention, and progress monitoring data. <p style="text-align: right;">(continued)</p>


Key Criteria for SLC Programs	 READ 180
<p>Implements or expands strategies that are likely to create an environment in which a core group of teachers and other adults within the school:</p> <ul style="list-style-type: none"> ▪ Knows the needs, interests, and aspirations of each student well ▪ Closely monitors each student's progress ▪ Provides the academic and other support each student needs to succeed <p>Continued</p>	<p>READ 180 Software provides students with embedded supports as they develop their reading skills. The on-screen host, Ty, provides patient, nonjudgmental feedback and continuous encouragement. Anchor videos build students' background knowledge and supply them with mental models. Students actively participate in their learning as they highlight text for added decoding and vocabulary development support.</p> <p>READ 180 has been shown to significantly increase students' motivation and enjoyment of reading. Many of the Level 1 and 2 books are sufficiently short so that students can finish them within several days. For many READ 180 students who may never have finished a book on their own, this experience of success raises confidence and promotes continued reading.</p> <p>In addition, READ 180 Paperbacks and Audiobooks represent a variety of genres and topics that are of high interest to students. Through these selections, students experience content-area reading, enjoy topics of special interest, and learn about their world.</p>
<p>2. Includes research-based strategies that are likely to improve overall student achievement and other outcomes, as well as narrow any gaps in achievement between all students and student subgroups</p>	<p>READ 180 has been proven to significantly raise the academic achievement of participating students. The program addresses four major deficits that research has identified in the older, struggling reader:</p> <ul style="list-style-type: none"> ▪ Lack of decoding skills and reading fluency ▪ Poor comprehension due to the inability to form mental models, lack of vocabulary, and limited background knowledge ▪ Inability to process and understand grade-level, content-area text with a high concentration of academic language ▪ Low motivation and lack of connection to materials and school <p>Based on these findings, Dr. Ted Hasselbring and his colleagues at Vanderbilt University began developing READ 180. His prototype software program was tested in the Orange County Literacy Project in Florida with 10,000 students, and repeatedly proved that it could raise students' reading scores. Scholastic collaborated with Dr. Hasselbring and the Orange County Schools, enhanced the student-proven software, developed more research-based materials, and in 1999 launched READ 180. To date, over 500,000 students in over 6,000 classes across the nation use READ 180.</p> <p style="text-align: right;">(continued)</p>


Key Criteria for SLC Programs	 READ 180
<p>Includes research-based strategies that are likely to improve overall student achievement and other outcomes, as well as narrow any gaps in achievement between all students and student subgroups, Continued</p>	<p>READ 180 delivers its reading achievement gains through four core instructional activities:</p> <ul style="list-style-type: none"> ▪ <u>Individualized instructional software.</u> The READ 180 Software provides each student with customized reading instruction plus continuous assessment of his/her progress. The software has built-in supports, such as anchor videos that build background knowledge for reading passages. ▪ <u>Data-driven small-group instruction.</u> Comprehensive READ 180 reports provide detailed and immediate feedback to identify student needs and to inform small-group instruction. ▪ <u>Direct instruction in whole or small groups.</u> READ 180 provides teachers with a wide range of direct instructional materials to teach phonemic awareness, phonics, fluency, vocabulary development, text comprehension, writing, and grammar. ▪ <u>Independent reading.</u> READ 180 provides students with an independent reading library of high-interest and leveled Paperbacks and grade-level Audiobooks. These materials provide students with opportunities to build fluency and gain confidence reading independently. <p>Efficacy Studies</p> <p>The subject of continuous scientific research since its inception, READ 180 has been proven to significantly increase academic achievement scores in high school students. Studies have also show quantifiable learning gains in English Language Learners, Special Education students, and Vocational Education students.</p> <p>Special Education</p> <p>Middle School Special Education students in Des Moines, Iowa, participated in a READ 180 study during the 2000–2001 and 2001–2002 school years. The study reported scores on both normative and criterion-referenced tests, including the Stanford Diagnostic Reading Test (SDRT), the <i>Scholastic Reading Inventory</i>, and the Des Moines District Fluency Probes. Results for the 2000-2001 school year revealed significant gains for READ 180 students in fluency and comprehension, enabling 18% of the participating students to place out of Special Education services for reading. During the second year of READ 180 implementation, 25% of first-time READ 180 students gained one or more equivalent grade levels on the Stanford Diagnostic Reading Test.</p> <p style="text-align: right;">(continued)</p>


Key Criteria for SLC Programs	 READ 180
<p>Includes research-based strategies that are likely to improve overall student achievement and other outcomes, as well as narrow any gaps in achievement between all students and student subgroups, Continued</p>	<p>Clark County School District began implementing READ 180 at eight middle schools and two high schools during the 1999-2000 school year. In order to measure the effectiveness of READ 180 with students receiving special services, the district collected and examined statistical data from <i>Scholastic Reading Inventory</i> during the 2002-04 school years. <i>SRI</i> results were analyzed using Lexile, normal curve equivalent (NCE), and percentile rank (PR) data for each student. Exactly 423 students in Grades 6-8 participated in READ 180. These students scored a mean pretest NCE of 11.28 and a mean posttest NCE of 18.59 for a gain of 7.34 NCEs. They also demonstrated an average Lexile gain of 110L and a percentile rank gain of five points. In terms of the <i>SRI</i> performance standards (At Risk, Basic, Proficient, and Advanced), 34% of sixth graders, 50% of seventh graders, and 62% of eighth graders had sufficient improvement to move to a higher proficiency level.</p> <p> <i>For complete statistical data, please see the "1999-2004 Compendium of READ 180 Research."</i></p> <p><u>High School</u></p> <p>Central Consolidated School District, located within the Navajo Indian Reservation, piloted READ 180 during the 2002-2003 school year with the goal of increasing reading achievement among students in Grades 9 and 10. During the 2003-2004 school year, the study included students in Grades 9-12. The study analyzed pretest and posttest Lexile® scores from the <i>Scholastic Reading Inventory</i> reading comprehension assessment. More than half of Native American students increased their achievement over one grade level in one year; a third achieved more than two grade levels in one year. Eighty-one percent of 2003-2004 READ 180 participants improved their <i>SRI</i> scores from pretest to posttest.</p> <p>During 2001-2002, the Santa Rosa County School District in Florida implemented READ 180 with high school students identified as reading significantly below grade level on the Florida Comprehensive Assessment Test (FCAT). At the end of the academic year, results showed that the READ 180 program significantly helped students in the lowest quartile of reading achievement pass the FCAT. At the end of the 2002-2003 school year, READ 180 students in two other District high schools experienced greater gains in reading compared to non-READ 180 students. Data revealed that 67% of READ 180 students made greater score gains, with 42% moving out of READ 180's level one. These students gained an average of 16 points.</p> <p> <i>For complete statistical data, please see the "1999-2004 Compendium of READ 180 Research."</i></p> <p style="text-align: right;">(continued)</p>


Key Criteria for SLC Programs	 READ 180
<p>Includes research-based strategies that are likely to improve overall student achievement and other outcomes, as well as narrow any gaps in achievement between all students and student subgroups, Continued</p>	<p><u>Vocational Education</u></p> <p>Guajome Park Academy/SIATech implemented the READ 180 program at four Job Corps sites in California during the 2002-2003 academic year. Researchers compared pretest and posttest scores from the Test of Adult Basic Education. The 68 students who participated in READ 180 for four to eight weeks averaged an improvement of four equivalent grade levels, and the 39 students participating for nine or more weeks averaged improvement of five equivalent grade levels.</p> <p> For complete statistical data, please see the “1999-2004 Compendium of READ 180 Research.”</p>
<p>3. Implements accelerated learning strategies and interventions that will assist students who enter the school with reading or language skills that are significantly below grade level</p>	<p>READ 180 accelerates struggling students’ growth toward achieving grade-level proficiency in reading, writing, and grammar skills by providing these key instructional components:</p> <ul style="list-style-type: none"> ▪ Direct instruction of phonemic awareness, phonics, vocabulary, fluency, comprehension, writing, grammar, and spelling. ▪ Individualized learning at the computer and during teacher-directed, small-group instruction ▪ Practice and application of skills in multiple contexts ▪ Leveled books in a variety of topics and genres ▪ Modeled reading by Software and Audiobook narrators ▪ Software reading supports, such as decoding tips and the ability to click on highlighted vocabulary words to receive definitions, context sentences, and pronunciation support ▪ Anchor videos that help students build background knowledge and form mental images prior to reading <p>Other READ 180 provisions that help accelerate student learning include:</p> <ul style="list-style-type: none"> ▪ Actionable data from multiple assessments that guide instruction ▪ A supportive environment in which students participate in their learning and develop a sense of belonging to a community of learners ▪ A multimedia approach that includes Software, Audiobooks, and Paperbacks ▪ Nonjudgmental, continuous feedback ▪ Motivational incentives and awards for successfully passing quizzes that test comprehension of books read ▪ Professional development that helps teachers effectively implement the READ 180 program




Key Criteria for SLC Programs	 READ 180
4. Implements interventions that are grounded in scientifically based research	<p>READ 180 reflects research findings by nationally known reading experts and organizations. The program aligns with 15 key elements of effective adolescent literacy programs identified by the Carnegie Corporation of New York (<i>Reading Next: A Vision for Action and Research in Middle and High School Literacy</i>, 2004). These include direct, explicit comprehension instruction; motivation and self-directed learning; diverse texts; a technology component; ongoing formative assessment of students; and professional development. READ 180's extensive research foundation also includes the following findings:</p> <ul style="list-style-type: none"> ▪ <u>Phonemic Awareness</u>—Phonemic awareness instruction helps children learn to read, spell, and comprehend text (<i>Put Reading First</i>, 2001). Several researchers have shown that students who are taught to analyze speech sounds in words and relate them to their spelling progress faster in spelling and reading (Moats, 1995). <i>Based on individualized assessment, READ 180 Software delivers instruction in segmentation, blending, and letter-sound relationships. Students learn through explanation, modeling, and guided practice with immediate corrective feedback.</i> ▪ <u>Phonics</u>—“Systematic and explicit phonics instruction significantly improves children’s reading comprehension” and “is effective for children from various social and economic levels” (<i>Put Reading First</i>, 2001). “Clearly, explicit phonics instruction and reviewing needs to occur for many students in the intermediate grades” (Blevins, 2001). <i>Instruction begins with a controlled passage that provides multiple exemplars of targeted sound-spelling patterns. READ 180 Software continually adjusts instruction and models specific audio and visual phonics decoding tips and word recognition strategies.</i> ▪ <u>Fluency</u>—Guided, repeated oral reading has a significant, positive impact on word recognition, fluency, and comprehension (National Reading Panel, 2000). Repeated and monitored oral reading improves reading fluency and overall reading achievement (<i>Put Reading First</i>, 2001). <i>Audiobook narrators model fluent reading and the software’s “reading coaches” model strategies used by successful readers. Students build fluency through independent reading of leveled Paperbacks.</i> <p style="text-align: right;">(continued)</p>


Key Criteria for SLC Programs	 READ 180
<p>Implements interventions that are grounded in scientifically based research, Continued</p>	<ul style="list-style-type: none"> ▪ <u>Vocabulary</u>—The use of computer technology enhances vocabulary acquisition. Repetition and multiple exposures to new words are crucial to vocabulary development (National Reading Panel, 2000). <i>The READ 180 Software provides content-area vocabulary words that appear in several contexts to guarantee multiple exposures to the words. Students click on highlighted vocabulary words to receive definitions, context sentences, and pronunciation support.</i> ▪ <u>Comprehension</u>—Students can be taught to use comprehension strategies through direct explanation, modeling, guided practice, and application. Comprehension strategies can also be taught through cooperative learning (<i>Put Reading First</i>, 2001). <i>READ 180 presents multiple comprehension strategies, including summarizing, cause/effect, comparing/contrasting, and making inferences. Students apply strategies to their individual reading using graphic organizers that represent text structure.</i> ▪ <u>Spelling</u>—Poor spellers can improve through spelling instruction that is tailored to match the developmental level of their word knowledge (Invernizzi, Abouzeid & Gill, 1994; Moats, 1995). “Teachers will get the best results if they give students immediate, corrective feedback when they make errors and if they model active study strategies for students” (Moats, 1995). <i>The READ 180 Software presents spelling instruction and practice that is assessment-based and individualized for each student. Students learn words that are at their developmental level and that they have not yet mastered. When students spell a word incorrectly on the software, they receive immediate and corrective feedback customized to the specific error.</i> ▪ <u>Writing and Grammar</u>—“Even as students develop the building blocks for writing, shared and modeled writing helps them transcend the daunting challenges of generating and organizing their thoughts” (Moats, 2001). More than 20 years of research supports the use of providing good models of writing for analysis, particularly when used along with other validated instructional techniques (Cotton for NWREL, 1988). <i>Each lesson provides a writing model that the teacher analyzes as part of the lesson. This analysis, using a graphic organizer, clearly illustrates the building blocks of the writing type.</i> <p style="text-align: right;">(continued)</p>


Key Criteria for SLC Programs	 READ 180
<p>Implements interventions that are grounded in scientifically based research, Continued</p>	<ul style="list-style-type: none"> ▪ <u>Technology and Instruction</u>—Technology can be created according to principles of “universal design,” where it can be designed to accommodate differences among users, including but not limited to, people with disabilities of various types (Center for Applied Special Technology, 2002). Computer-based instruction helps students “learn more, in less time, and with more enthusiasm.” It gives students sustained practice opportunities that build fluency (Fulton 1998). <i>The READ 180 Software provides universal access features, such as options to activate closed captioning of videotext and to adjust the speed of certain activities. The software presents struggling students with a new and engaging way to address their reading difficulties.</i> ▪ <u>English-Language Learners</u>—Multilingual classes should be “language-rich,” providing many opportunities for speaking and listening in a variety of styles, including formal and idiomatic language (Beckett & Haley, 2000). Among other things, good ESL products provide help for students in their native language, immediate corrective feedback, and rewards (Bishop, 2001). <i>READ 180 supplies specialized instructional strategies for English Language Learners, Spanish language supports, and reading materials in multicultural contexts.</i> ▪ <u>Motivation</u>—The National Academy of Sciences has identified loss of motivation as one of the three major obstacles some students face when learning to read (Snow, Burns, & Griffin [eds.], 1998). Meaningful, high-interest texts that engage students provide the required balance to the necessary skill instruction for struggling readers (Braunger & Lewis, 1998). <i>Students read high-interest, age-appropriate texts matched to their abilities. Students using READ 180 have shown significant increases in motivation resulting from their experiences of success and increased enjoyment of reading.</i>

Key Criteria for SLC Programs	 READ 180
5. Includes the use of age-appropriate instructional materials and teaching and learning strategies	<p>One of the main READ 180 principles is that the materials show respect for the struggling reader by presenting age-appropriate content that is relevant and respectful of older students. There are three versions of READ 180, one for upper elementary, one for middle, and one for high school students. They differ in that their content is geared toward students' sophistication and interest levels. Student materials consist of the following:</p> <ul style="list-style-type: none"> ▪ <u>Software</u> contains videos to help students build background knowledge and form mental models. The videos feature age-appropriate nonfiction topics that are engaging and geared to peak students' interest. ▪ <u>Paperbacks</u> collection is made up of a variety of high-interest titles that are age-appropriate, leveled, and relevant to student interests. ▪ <u>Audiobooks</u> are on-level books that have the support of a narrator and a built-in reading coach. This support enables struggling readers to access the same books that their peers are reading in mainstream classrooms.
6. Provides additional instructional and academic support during the regular school day, which may be supplemented by instruction that is provided before or after school, on weekends, and at other times when school is not in session	<p>READ 180's instructional model can be incorporated into a classroom or out-of-school program. Instruction and independent practice are divided into manageable 20-minute segments. Students have multiple opportunities to independently develop their reading, writing, and grammar skills while they work at computer stations or read leveled books. Teacher-led whole-group and small-group instruction in reading, writing, and grammar can effectively supplement a language arts curriculum.</p>
7. Delivers services with sufficient intensity to improve the reading and language arts skills of participating students	<p>The READ 180 research-based, scientifically proven Intensive Intervention Model is designed for a reduced class size of 15-21 students. The daily teaching plan consists of:</p> <ul style="list-style-type: none"> ▪ Teacher-led whole-group direct instruction (20 min.) in reading, writing, and grammar skills ▪ Three small-group rotations (20 min. each) <ul style="list-style-type: none"> ○ Computer-adapted, intensive instruction in which students work independently at their own pace until they demonstrate mastery of skills ○ Data-driven, small-group differentiated instruction, during which teachers work closely with students who have like needs ○ Independent reading with Audiobooks and Paperbacks to help students build fluency and vocabulary skills ▪ Whole-class, teacher-led wrap-up discussion (10 min.)

Key Criteria for SLC Programs	 READ 180
<p>8. Includes sustained professional development and ongoing support for teachers and other personnel who are responsible for delivering instruction</p>	<p>To ensure the effectiveness of the READ 180 program, Scholastic provides these professional development solutions:</p> <ul style="list-style-type: none"> ▪ Two days of on-site implementation training to get schools up and running ▪ A facilitated online professional development course from <i>Scholastic RED</i> entitled “READ 180: Making It Work in Your Classroom,” which provides: <ul style="list-style-type: none"> ○ Proven, scientifically based teaching strategies and methods to help raise student achievement in reading ○ 24-hour, just-in-time access to resources and training ○ Interactive simulations and video modeling of research-based practices by master practitioners in real classrooms ▪ Optional <i>Professional Development Seminar Series</i>, which consists of eight, one-half day customizable seminars that provide teachers with ongoing, in-depth professional development designed specifically for READ 180.
<p>9. Provides high-quality professional development throughout the project period that advances the understanding of teachers, administrators, and other school staff of effective, research-based instructional strategies for improving the academic achievement of students, including students with academic skills that are significantly below grade level</p>	<p><i>Scholastic RED</i> courses provide teachers with research-based strategies and best practices that are specifically designed to raise student achievement. The courses combine the unique capabilities of online learning for individualized and self-paced instruction with on-site collaboration and ongoing support. Courses provide teachers with hundreds of classroom-tested lesson plans, graphic organizers, classroom management tools, and student reproducibles.</p> <p><i>Scholastic RED</i> also provides campus administrators, Reading Coaches, and building leaders with intensive training. This professional development gives them the necessary literacy leadership and content knowledge to support teachers as they implement a scientifically based reading program.</p> <p>In addition to receiving online and in-person training, principals and building leaders receive:</p> <ul style="list-style-type: none"> ▪ A review of research on effective reading instruction ▪ Content overview of the <i>RED</i> course ▪ Learning snapshots to guide principals as they conduct classroom observations of research-based teaching strategies ▪ Tools for coaching teachers <p style="text-align: right;">(continued)</p>

Key Criteria for SLC Programs	 READ 180
<p>Provides high-quality professional development throughout the project period that advances the understanding of teachers, administrators, and other school staff of effective, research-based instructional strategies for improving the academic achievement of students, including students with academic skills that are significantly below grade level, Continued</p>	<p>In the “High School Literacy: Comprehension Through Active, Strategic Reading” course, teachers learn how to connect literacy to the curriculum and to students’ lives. The course helps teachers guide students in:</p> <ul style="list-style-type: none"> ▪ Reading and thinking critically about texts ▪ Writing purposefully about all types of texts ▪ Talking collaboratively to deepen understanding of text <p><i>RED</i> Reading Consultants train district Reading Coaches or Staff Developers to be <i>RED</i> course Facilitators. They receive training in how to conduct model lessons, classroom demonstrations, and ongoing workshops, which complement online instruction and provide teachers with opportunities to talk with peers about their learning and how it is helping their classroom practice.</p>
<p>10. Coordinates with a comprehensive district high school improvement strategy to increase the academic achievement of all district high school students</p>	<p>READ 180 has been proven effective in raising the reading scores of high school students. Studies have also shown READ 180 benefits English Language Learners and Special Education students.</p> <p> <i>For complete statistical data, please see the “1999-2004 Compendium of READ 180 Research.”</i></p> <p>READ 180 provides targeted skills instruction that is aligned to state standards in these areas:</p> <ul style="list-style-type: none"> ▪ Phonics and syllabication ▪ Spelling ▪ Fluency ▪ Word analysis and vocabulary development ▪ Comprehension ▪ Writing ▪ Grammar, usage, and mechanics <p> <i>For READ 180 correlations to state standards, please visit this website:</i></p> <p>http://teacher.scholastic.com/products/read180/fund/index.htm</p> <p>The program’s Topic CDs deliver individualized reading instruction in the context of these curricular areas: people and cultures, literature and the arts, history, geography, science, and math. Students also independently read leveled Paperbacks in a variety of genres such as fiction, nonfiction, poetry, classics, and biography.</p>

Key Criteria for SLC Programs	 READ 180
<p>11. Coordinates with a cohesive plan to utilize funds provided under NCLB, the Carl D. Perkins Vocational and Technical Education Act, or other Federal programs, as well as local, State, and private funds sufficient to ensure continuation of efforts after Federal support ends</p>	<p>READ 180 can be effectively integrated with other school or district activities that are being funded from sources other than <i>Smaller Learning Communities</i>. The federal funding programs for which READ 180 qualifies include:</p> <ul style="list-style-type: none"> ▪ Title I, Part A – Improving Basic Programs ▪ Title I, Part A—Supplemental Education Services ▪ Title I, Part C—Migratory Education ▪ Title II, Part A—Teacher and Principal Training ▪ Title II, Part D—Enhancing Education Through Technology (Formula) ▪ Title III – English Language Acquisition ▪ Title V, Part A – Innovative Programs ▪ Enhancing Education Through Technology (Competitive) ▪ 21st Century Community Learning Centers ▪ Comprehensive School Reform ▪ Carl D. Perkins Vocational and Technical Education Act ▪ Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) ▪ Upward Bound Project

Key Criteria for SLC Programs	 READ 180
<p>12. Includes measures of student academic achievement that provide results that are disaggregated for economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, students with limited English proficiency, and other subgroups</p>	<p>READ 180's three assessment instruments provide detailed information about student achievement that can be reported for individual students, subgroups, and classes. Available reports include:</p> <p><i>Scholastic Reading Inventory (SRI)</i></p> <ul style="list-style-type: none"> ▪ Growth Report—measures reading progress during a specific time period by comparing student scores for any two testing sessions ▪ Student Yearly Progress Indicator—compares the student's <i>SRI</i> reading performance over time against the grade-level proficiency range ▪ Yearly Progress Indicator—displays how students in a subgroup, class, or grade are performing compared to their grade-level proficiency range ▪ Student Progress Report—shows a student's scores on multiple <i>SRI</i> tests ▪ Reading Performance Summary—after each test administration, reviews all <i>SRI</i> test results of any class or subgroup's reading performance ▪ Proficiency Report—shows the performance of all students using <i>SRI</i> in a school, based on their last <i>SRI</i> test results <p>READ 180 Software</p> <ul style="list-style-type: none"> ▪ Reading Progress Report—overviews students' progress in the READ 180 Software during the selected time period ▪ Student Reading Report—reflects the student progress on each segment in the READ 180 Software ▪ Student Segment Status—shows student progress on the current segment ▪ Student Spelling Zone Report—lists student spelling words that the student has worked on and mastered ▪ Student Word Zone Report—lists the study words that the student has worked on and mastered ▪ Level Promotion Announcement—lists students who have been automatically promoted to a higher level in the READ 180 Software <p><i>Scholastic Reading Counts!</i></p> <ul style="list-style-type: none"> ▪ Graph: Average Quiz Score—shows the average quiz score for an individual student over a period of time ▪ Graph: Books Read—graphs the total number of books that an individual student, group, or class has read ▪ Graph: Goals—graphs student, group, or class progress toward an annual reading goal ▪ Reading Progress Update—specifies student progress during a specified time period, using such measures as the student's Lexile measure, number of quizzes passed, annual goal, and percent of goal achieved

Customize Your Competitive Grant

This section of the Toolkit provides basic information for those preparing to write a competitive *Smaller Learning Communities Program* grant. It is *not* intended to fully explain every section of the grant application, but should help you understand what to include.

Required Application Components

All completed applications for SLC funds must contain the following sections, in the order provided below:

1. Application for Federal Assistance—ED Form 424
2. Cover Sheet for the SLC program application package
3. Budget Form—ED Form 524
4. Program Abstract
5. Table of Contents
6. Program Narrative
7. Budget Narrative
8. Compliance with General Education Provisions Act (GEPA), Section 427
9. Assurances and Certifications
10. Appendices

 ***Please refer to Section 4—Applying for the Grants—of the SLC Application Package for specific instructions for each of the above sections.***

 ***Please refer to Section 7—Required Forms and Assurances for required ED Form 424, SLC Cover Sheet, Ed Form 524, GEPA 427, and other Assurances and Certifications forms.***


Selection Criteria for SLC grant applications


The USDOE will use five criteria to evaluate applications for SLC grants. The relative weights for each criterion are indicated in parentheses.

Program Abstract (No point value)

The program 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 program 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?

 ***Although the program abstract receives no point value in the reviewing process, it serves as the reviewer’s first impression of your project.***


 ***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.***


Program Narrative

Need for the Project (10 points)


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. In determining the need for the proposed project, USDOE will consider the extent to which applicants will assist schools that have the greatest need for assistance relative to other high schools within the State, as indicated by one or more of the following factors:

- A. Student performance on the academic assessments in reading/language arts and mathematics administered by the State under Title I, Part A, including gaps in the performances of all students and that of student subgroups, such as economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, or students with limited English proficiency
- B. The school's dropout rate, as well as gaps in the graduation rate between all students and student subgroups
- C. Disciplinary actions
- D. The percentage of graduates who enroll in secondary education, apprenticeships, or advanced training in the semester following graduation, and gaps between all students and student subgroups

 **READ 180** has been proven to significantly raise the academic achievement of participating students, including Special Education, Navajo Indian, and Vocational Education students. For summaries of efficacy studies, please see pages 7-10 of this Toolkit. For complete statistical data, please see the "1999-2004 Compendium of READ 180 Research."

 **READ 180** addresses four major deficits that research has identified in the older, struggling reader:


- Lack of decoding skills and reading fluency
- Poor comprehension due to the inability to form mental models, lack of vocabulary, and limited background knowledge
- Inability to process and understand grade-level, content-area text with a high concentration of academic language
- Low motivation and lack of connection to materials and school


 **READ 180** materials have high-interest, age-appropriate content that is relevant and respectful of older students. The program has been shown to significantly increase students' motivation and enjoyment of reading. Students can successfully read the leveled literature, which raises their confidence and promotes continued reading.

Foundation for Implementation (20 points)


In determining the quality of the implementation plan for the proposed project, USDOE will consider the extent to which:


- A. (5 points) Teachers and administrators within each school support the proposed project and have been and will continue to be involved in its planning and development, including particularly those teachers who will be directly affected by the proposed project
- B. (5 points) Parents, students, and other community stakeholders support the proposed project and have been and will continue to be involved in its planning and development
- C. (5 points) The proposed project is consistent with, and will advance, State and local initiatives to increase student achievement and narrow gaps in achievement between all students and student subgroups
- D. (5 points) The applicant demonstrates that it has carried out sufficient planning and preparatory activities to enable it to begin to implement the proposed project at the beginning of the school year immediately following receipt of an award


 **READ 180** studies of high-school students with below-level proficiency in reading/language arts have shown that the program significantly raises their scores. For summaries of efficacy studies, please see pages 8-10 of this Toolkit. For complete statistical data, please see the “1999-2004 Compendium of READ 180 Research.”

 **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, and mechanics

 For **READ 180** correlations to state standards, please visit this website:
<http://teacher.scholastic.com/products/read180/fund/index.htm>


 Teachers can generate and share more than 15 performance and progress monitoring reports with parents to keep them informed about their children’s progress and the effectiveness of **READ 180** in raising student achievement.

 The **READ 180** instructional program contains specialized strategies for English Language Learners, Spanish language support features, and reading materials in multicultural contexts.


Quality of the Project Design (30 points)

In determining the quality of the project design for the SLC project, USDOE will consider the extent to which:

- A. (5 points) The applicant will implement or expand strategies, new organizational structures, or other changes in practices that are likely to create an environment in which a core group of teachers and other adults within the school know the needs, interests, and aspirations of each student well, closely monitor each student's progress, and provide the academic and other support each student needs to succeed.
- B. (5 points) The applicant proposes research-based strategies that are likely to improve overall student achievement and other outcomes, narrow any gaps in achievement between all students and student subgroups, and address the particular needs identified by the school under the Need for the Project paragraphs.
- C. (5 points) The applicant will implement accelerated learning strategies and interventions that will assist students who enter high school with reading/language arts or mathematics skills that are significantly below grade level and that:
 - Are designed to equip participating students with grade-level reading/language arts and mathematics skills by no later than the end of 10th grade
 - Are grounded in scientifically based research
 - Include the use of age-appropriate instructional materials and teaching and learning strategies
 - Provide additional instructional and academic support during the regular school day, which may be supplemented by instruction that is provided before or after school, on weekends, and at other times when school is not in session
 - Will be delivered with sufficient intensity to improve the reading/language arts or math skills, as appropriate, of participating students
 - Include sustained professional development and ongoing support for teachers and other personnel who are responsible for delivering instruction
- D. (5 points) The applicant will provide high-quality professional development throughout the project period that advances the understanding of teachers, administrators, and other school staff of effective, research-based instructional strategies for improving the academic achievement of students, particularly students with academic skills that are significantly below grade level, and provide the knowledge and skills those staff need to participate effectively in the development, expansion, or implementation of an SLC.
- E. (5 points) The proposed project fits into a comprehensive district high school improvement strategy to increase the academic achievement of all district high school students, reduce gaps between the achievement of all students and student subgroups, and prepare students to enter postsecondary education or the workforce.
- F. (5 points) The proposed project is part of a cohesive plan that uses funds provided under the ESEA, the Carl D. Perkins Vocational and Technical Education Act, or other Federal programs, as well as local, State, and private funds sufficient to ensure continuation of efforts after Federal support ends.

 **READ 180** accelerates struggling students' growth toward achieving grade-level proficiency in reading, writing, and grammar skills through key instructional components. These include individualized learning at the computer and during teacher-directed, small-group instruction, practice and application of skills in multiple contexts, and Software reading supports.

First and foremost, your *educational goals* must be aligned with the project's assessed educational needs and consistent with the goals of the *Smaller Learning Communities* program. An educational goal states the planned outcome that will solve the problems addressed in the needs assessment.

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


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

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

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

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

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

 **Please see examples of ways to organize your goals, objectives, and performance indicators on pages 28-31 of this Toolkit.**

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.

 **Be sure your activities:**

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

 **Sample activities for the goal area of Instructional Design/Content can be found on page 32.**


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


 **Please see examples of ways to organize your activities into a Quarterly Timeline on pages 33-34 of this Toolkit.**

Resource Management

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

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


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

 **READ 180 and Scholastic RED can be effectively integrated with other school or district activities that are being funded from sources other than Smaller Learning Communities. The federal funding programs for which READ 180 and Scholastic RED qualify include:**

- Title I, Part A – Improving Basic Programs
- Title I, Part A – Supplemental Educational Services
- Title II, Part A – Teacher & Principal Training
- Title II, Part D – Enhancing Education Through Technology (Formula)
- Title III – English Language Acquisition
- Title V, Part A – Innovative Programs
- Enhancing Education Through Technology (Competitive)
- 21st Century Community Learning Centers
- Comprehensive School Reform

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 Smaller Learning Communities 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.**

Quality of the Management Plan (20 points)

In determining the quality of the management plan for the proposed project, the USDOE will consider the following factors:

- A. (5 points) The adequacy of the proposed management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities and detailed timelines and milestones for accomplishing project tasks
- B. (5 points) The extent to which time commitments of the project director and other key personnel are appropriate and adequate to implement the SLC project effectively
- C. (5 points) The qualifications, including relevant training and experience, of the project director and other key personnel
- D. (5 points) The adequacy of resources, including the extent to which the budget is adequate and costs are directly related to the objectives and SLC activities

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 include résumés for key project personnel in the appendices.***

 ***Information about the project team members can be presented in a chart similar to the one on page 35.***

Quality of the SLC Project Evaluation (20 points)

In determining the quality of the proposed project evaluation conducted by an independent, third party evaluator, the USDOE will consider the following factors:

- A. (5 points) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed SLC project
- B. (5 points) The extent to which the evaluation will collect and report accurate qualitative and quantitative data that will be useful in assessing the success and progress of implementation, including, at a minimum—
 - Measures of student academic achievement that provide data for the performance indicators identified in the application, including results that are disaggregated for economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, students with limited English proficiency, and other subgroups identified by the applicant
 - Other measures identified by the applicant in the application as performance indicators
- C. (5 points) The extent to which the methods of evaluation will provide timely and regular feedback to the LEA and the school on the success and progress of implementation, and identify areas for needed improvement
- D. (5 points) The qualifications and relevant training and experience of the independent evaluator


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


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

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

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

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

 **A sample Evaluation Plan is provided on pages 36-39. Because every grant project is unique, it is important to adapt the language in the Evaluation Plan so it is customized to your specific project.**

 **The READ 180 Management Suite** continuously gathers data on student progress from the moment a student logs on to the Software. Three assessment instruments generate a variety of reports to monitor progress and inform instruction:

- *Scholastic Reading Inventory Interactive contains norm-referenced data so that teachers can use it on a periodic basis to measure learning gains.*
- *The four instructional software zones within **READ 180** have embedded assessments that are used to track student progress and inform instruction.*
- *The Reading Counts! assessment instrument consists of hundreds of software-based, multiple-choice quizzes to monitor independent reading.*

Budget Narrative

Provide a budget narrative that explains:


- The basis for estimating the costs of professional personnel salaries, benefits, project staff travel, materials and supplies, consultants, and subcontracts, indirect costs, and any other projected expenditures
- How the major cost items relate to the proposed activities
- The cost of evaluation
- A detailed description, as applicable, explaining in-kind support or funding provided by partners in the project

Appendices


Applicants must include the most recent School Report Card as Appendix A. Additional baseline data should be included as Appendix B. Applicants may also include supporting documentation as appendices to the narrative. This material should be concise and pertinent to the competition. Note: The USDOE will consider only information contained in the application in ranking applications for funding consideration. Letters of support and other documentation sent separate from the formal application package will not be considered in the review by the peer review panels.

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.*

Sample Goals, Objectives, and Performance Indicators

Writing clear and precise goals and objectives with related performance 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.

Objectives increase in expectation as they progress on a timeline, culminating at an overall performance or educational goal. *Objectives* are Specific, Measurable, Attainable, Research-based, and Timely (SMART).

Performance 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 performance 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 performance indicators that relate specifically to your project's needs.***

Instructional Design/Content

Identify curricula and teaching strategies that create a more personalized high school experience for students and improve student achievement. These strategies can include, but are not limited to:

- Small learning clusters
- Career academies
- Magnet schools
- Schools within a school
- Block scheduling
- Teacher-advisory systems
- Mentoring strategies

 ***READ 180 delivers quantifiable reading achievement gains through four core instructional activities:***

- *Instructional Software that provides each student with customized reading instruction and includes built-in supports, such as anchor videos that build background knowledge for reading passages*
- *Data-driven small-group instruction informed by Software-generated reports, which provide detailed and immediate feedback to identify student needs*
- *Direct instruction in whole or small groups of phonemic awareness, phonics, fluency, vocabulary development, text comprehension, writing, and grammar*
- *Independent reading of high-interest, age-appropriate Paperbacks and Audiobooks.*


Instructional Design/Content, cont.

Educational Goal:

<Name of project> will implement Freshman and Sophomore academies that utilize a proven and effective technology-based program designed to raise student achievement in reading.

Objectives (Performance Targets)	Positions Responsible	Timeline	Performance Indicators
By the end of the <YEAR> school year, 100% of the Freshman and Sophomore Language Arts Teachers will effectively integrate technology to improve reading skills.	Freshman and Sophomore Language Arts Teachers	Sept. <YEAR> to June <YEAR>	Percentage of Freshman and Sophomore Language Arts Teachers using technology to teach reading, measured by classroom, based on lesson plans and administrative observations
By the end of the <YEAR> school year, 95% of Freshman and Sophomore students will show improved academic performance in Reading and Language Arts, as evidenced by the <i>SR/</i> and End-of-Grade Tests.	Freshman and Sophomore Language Arts Teachers	Sept. <YEAR> to June <YEAR>	Quarterly <i>SR/</i> Assessments End-of-Grade Tests for Reading and Language Arts

Professional Development


-  **READ 180** offers these professional development solutions:
- Two days of on-site implementation training
 - A facilitated online professional development course from Scholastic RED entitled “READ 180: Making It Work in Your Classroom,” which provides proven, scientifically based teaching strategies and methods to help raise student achievement in reading
 - Optional Professional Development Seminar Series, which consists of eight, one-half day customizable seminars that provide teachers with ongoing, in-depth professional development designed specifically for **READ 180**.


Educational Goal:

All Teachers and Administrators will receive online professional development to expand their understanding of how to apply effective research-based methods and strategies to teach reading.

Objective (Performance Target)	Positions Responsible	Timeline	Effectiveness Indicator
By June of <YEAR> 100% of Freshman and Sophomore Language Arts Teachers and campus Administrators will be enrolled in an online professional development course that addresses applying research-based methods and strategies to the teaching of reading to high school students.	Administrators & Teachers	June <YEAR>	Percentage of Language Arts Teachers and Administrators successfully completing at least 6 hours of online professional development courses in reading

School-to-Home Connection

-  A **READ 180** Parent Letter, which is available in English and Spanish, provides an individualized record of each student’s progress and suggestions about how parents can be supportive at home.



-  Teachers can print out individual student’s performance and progress monitoring reports and share them with parents during conference times.

Educational Goal:

Parents will be regularly informed about the effectiveness of the technology-based programs at raising their child’s achievement in reading.

Objective (Performance Target)	Positions Responsible	Timeline	Effectiveness Indicator
For the <YEAR> school year, Teachers will send parents student progress reports every six weeks regarding the growth being made in reading achievement along with specific suggestions about how support can be given at home.	Freshman and Sophomore Language Arts Teachers	September <YEAR> through June <YEAR>	Frequency of parental communication as measured by teacher records and software reports

Assessment/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 the student's progress and mastery. The Management Suite produces detailed progress reports, enabling teachers to identify the skills mastered and areas where improvement is needed so instruction can be modified accordingly.
-  The reliability- and validity-tested Scholastic Reading Inventory Interactive (SRI), which is part of the **READ 180** program, is an effective instrument for gathering data 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 <Name of Project> Executive Committee 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 Indicators
In the Spring of <YEAR>, 95% of students involved in the technology-based reading intervention program will raise their <YEAR> scores on the state reading assessment by five points.	Teachers, Technology Leaders, Campus Administrators	March <YEAR>	Number of points gained in reading between the <YEAR> the <YEAR> state assessments Percentage of Freshman and Sophomore students meeting the proficient or above level of the state assessment for Reading/Language Arts

Sample Activities

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 performance indicators to the activities.

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

Educational Goal: <Name of project> will implement Freshman and Sophomore academies that utilize a proven and effective technology-based program designed to raise student achievement in reading.			
Objective: By the end of the <YEAR> school year, 95% of Freshman and Sophomore students will show improved academic performance in Reading and Language Arts, as evidenced by the SRI and End-of-Grade Tests.			
Specific Activities	Positions Responsible	Timeline	Performance Indicators
1. Purchase READ 180	Project Director	August <YEAR>	Purchase orders
2. Schedule one leadership training session for Administrators and Reading Coaches	Campus Administrator	August <YEAR>	Number of Administrators, and Reading Coaches completing the training
3. Schedule one implementation training session for Grade 9 and 10 Language Arts Teachers	Department Chairperson	August <YEAR>	Number of Language Arts Teachers completing the training
4. Enroll Language Arts Teachers in the <i>Scholastic RED</i> facilitated online professional development course to assist in the effective implementation of READ 180	Department Chairperson	August <YEAR>	Number of Language Arts Teachers completing the RED course
5. Implement the READ 180 program	Grade 9 and 10 Language Arts Teachers	September <YEAR>	Number of Language Arts Teachers using READ 180
6. Administer the state assessment for reading achievement to ninth- and tenth-grade students	Language Arts Teachers	April <YEAR>	Percentage of ninth- and tenth-grade students scoring at the proficient or above level on the state assessment for Reading/Language Arts


Sample Quarterly Timeline

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

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


First Quarter

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


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

Second Quarter

- Develop evaluation forms and processes for collecting information and data

 ***The READ 180 Management Suite continuously gathers data from the moment a student logs on to the Software. This data includes the results of ongoing diagnostic and curriculum-embedded assessments, as well as continuous evaluation of student progress and mastery.***


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

 ***READ 180 includes computer-adaptive instruction as part of its rotational model. A small group of students works with the Software while others are being instructed by the teacher or reading independently. The Software:***

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

Third Quarter

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

 **READ 180** is supported by a facilitated online professional development course from Scholastic RED entitled “**READ 180: Making It Work in Your Classroom.**” The course provides:

- Proven, scientifically based teaching strategies and methods to help raise student achievement in reading
- 24-hour, just-in-time access to resources and training
- Interactive simulations and video modeling of research-based practices by master practitioners in real classrooms
- Hundreds of materials that can be immediately used in the classroom

- Continue instructional development activities
- Continue to gather documentation of project activities
- Meet with external evaluator to share documentation and set deadlines for final evaluation activities
- Assess project goals, objectives, timelines, and checklists to ensure project is on target


Fourth Quarter

- Conclude instructional activities
- Conclude parental involvement activities

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

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

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

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

- File final financial reports
- File final programmatic reports


Sample Staffing Chart of Key Project Members

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

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

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

Sample Evaluation Plan

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

Evaluation Design

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


The evaluation design includes both process and product evaluation to:

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

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

The evaluation design will be guided by the following questions:

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

 *Efficacy studies across different populations, including Special Education and Vocational Education students, document the effectiveness of **READ 180** at raising student achievement. For complete statistical data, please see the "1999-2004 Compendium of READ 180 Research."*

Process Evaluation

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

- Improvement in student academic achievement
- Improvement in teacher instruction

The following process data will be collected:

1. District & Campus Records.


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

2. Project Meetings.

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

3. Classroom Observations.


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

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

4. Anecdotal Records.

To address the “So what?” question, anecdotal records from both students and teachers will be collected formatively and summatively. Specifically the project manager and evaluator will ask:

- *How has the program made a difference in the lives of the project participants?*
- *How has the project enhanced or enriched the education of students?*

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

5. End-of-project survey.

Just as the needs were established for <Project Name> through a campus-based Needs Assessment survey, an end-of-project survey will be conducted to measure project outcomes for student achievement and educator proficiency levels.

Product Evaluation


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

- Improvement in outcomes for students' Reading and Language Arts skills
- Improvement in teacher knowledge and qualifications

The following product data will be collected:

1. Standardized and Benchmark tests to measure student achievement.

Teachers will use the <Name of assessment> and district benchmark tests to determine each student's specific learning needs.

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


- *Assessments embedded in the instructional Software continually track student progress in the Reading, Word, Spelling, and Success Zones.*
- *Scholastic Reading Inventory measures student improvement over time and generates 15 class and individual progress reports.*
- *Scholastic Reading Counts! automatically feeds the results from hundreds of software-based, multiple-choice book quizzes into the Scholastic Management Suite, which can generate 31 reports.*

2. Student work samples.

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

3. Evaluation of professional development.

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

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

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

4. End-of-project survey.

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

5. Comprehensive Final Report.

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

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

Evaluation of Long-Term Impact

<District name> will conduct a longitudinal analysis of the impact of the <Project Name> by evaluating formative and summative data annually for the entire 60-month period of the grant program. The Project Manager will compile summary reports for review by the Board of Trustees. Based upon final reports, the Project Manager, Campus Coordinators, and Executive Committee will determine the overall effectiveness of the program and make modifications for subsequent years.

Sustainability

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

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

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 85-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.