

Grant Assistance Toolkit

How to Write a Competitive Grant

Featuring Scholastic's *READ 180* and *Scholastic Red*

Introduction to Grants

State and federal grants are either categorized as Competitive or Formula grant programs.

- Formula Grant Programs
The formula grant programs are based upon the district's percentage of Economically Disadvantaged student population. Typically, this percentage is similar to the Title I, Part A student population.
- Competitive Grant Programs
Although state and federal agencies differ in their formatting requirements, the basic parts of a grant application remain the same. This document will define and explain the basic parts of the competitive grant. It is intended to orient you to the language you will use when developing a competitive grant proposal. Please understand it is not intended to fully explain every grant application.

Scholastic Inc. has prepared this grant application Toolkit to assist Local Education Agencies (LEAs) in the development of a competitive grant project that incorporates *READ 180* and *Scholastic Red*. The Toolkit provides key information in these areas:

- Key Components of a Competitive Grant Proposal
- Grant Writing Tools & Techniques

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 the specific funding agency for the official application that has all the requirements and guidelines.

Scholastic's Commitment

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

California
800-342-5331

Northeast
800-878-8398

Southeast
800-221-5312


Southwest
800-221-5312

West/Midwest
800-225-4625



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

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

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


 Refers to Scholastic's **READ 180** and **Scholastic Red** features.

Key Components of a Competitive Grant Proposal

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 be able to do what by when?
- The activities—How will the project be carried out?

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

2. Needs Assessment


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

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

Step One: Gather the Data

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

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

 *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 education teachers, review the data. Look at the student performance data as a whole set, but then disaggregate the data into subsets by demographic focus groups.

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Step Three: Determine Needs based upon the Data

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

Step Four: Write the Needs Assessment


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

3. Educational Goals and Objectives

First and foremost, the applicant's educational goals must be aligned with the project's educational needs. An educational goal states the planned outcome that will solve the problems addressed in the needs assessment. Objectives help meet the educational goals; they are specific, attainable, and quantifiable.

Therefore, applicants should develop goals, objectives, and activities within the following four areas:

- Academic Improvement
- Professional Development
- Family & Community Involvement
- Assessment and Evaluation

 ***Sample goals and objectives for each of these four areas can be found on pages 9-10.***

4. Activities

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

- Relate directly to the program goals and objectives, as well as to the project description and project requirements of the RFA;
- Address the identified needs of the targeted population, students and teachers;
- Be clearly stated and sufficient to carry out the proposed program; and
- Be designed to provide measurable outcomes.

 ***Sample activities for an Educational Goal can be found on page 11.***

5. Timeline

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.

 ***A sample quarterly timeline can be found on pages 12-13.***


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6. Performance Targets and Effectiveness Indicators

Performance targets are a series of clearly defined goals that increase in expectation as they progress on a timeline, culminating at an overall performance or educational goal. They should span the course of the project timeline, with the expectation that at the end of the project calendar, the applicant meets the performance goals. Performance targets should be **S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**imely (SMART).

For example:

| Goal: All teachers will be able to effectively integrate technology into curricula and instruction at all grade levels. | | | |
|--|---|-------------------------|--|
| Objective | Positions Responsible | Timeline | Effectiveness Indicator |
| By the end of 2004/2005 academic year, 75% of the teachers serving the eligible LEA will be able to effectively integrate technology into specific instructional content, methods, and grade levels. | LEA Technology Leaders, Campus Administrators, & Teachers | Sept. 2004 to June 2005 | Percentage of teachers using research-based strategies and methods to integrate technology in the classroom based on lesson plans, administrative observations, etc. |

 ***Please note: This is one example of a goal and objective. The performance targets are a series of goals and objectives. Further examples can be found on pages 9-10.***

Effectiveness Indicators provide information on the condition or status of the project in producing the expected results. They are used to measure and document the accomplishment of, or progress toward, the stated goals, objectives, and activities.


Examples of Effectiveness Indicators can include, but are not limited to:

- Number of teachers trained
- Cost per student for program services
- Number, and types of staff development sessions
- Increase in percent of parents participating in parental involvement activities
- Improved student achievement
- Percent increase in all students' knowledge and skills.
- Improved dropout rates

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7. Project Management

Applicants should include the members of the project management team, indicating the responsibilities for each member and the credentials that support the selection of the member for that role. Specifically describe the experience and qualifications, including any background training, of the grant project director, the person who will manage grant activities on a day-to-day basis.


 ***Make reference to each member’s credentials in the narrative, but include résumés only in the appendix and only if the RFA instructions allow for résumés.***

Describe the plan for how grant activities will be managed and monitored on a day-to-day basis to ensure successful implementation and operation of the grant program.

 ***A sample Staffing Chart for Key Project Members can be found on page 14.***

8. Resource Management

Applicants should include a description of the existing resources to be utilized and management of the facilities to maximize the use of grant funds. Applicants should also provide an explanation of the relationship and coordination of the proposed project with other programs in the district or on the campus and with other community, state, and federal resources.

 ***The purpose of this description is to illustrate the cost-effectiveness of the project. Applicants are advised to keep the “cost per pupil” aligned to the local or state “per pupil expenditure” for the LEA.***

9. Sustainability

Sustainability refers to how the program will continue when grant funds expire. The applicant should describe its commitment to continuing the project in subsequent years with reduced levels of funding. Included should be a detailed description of the support from the district and campus administration in terms of:

- Financial resources
- Space/facility resources
- Personnel dedicated to the project

10. Assessment and Evaluation

Evaluation recaptures data and highlights the project accomplishments; it should be conducted both formatively, during the course of the project timeline, and summatively, 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.

 ***A sample evaluation plan can be found on pages 15-18.***

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11. 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.

Basic budget categories include:

- Budget Summary
- Personnel Costs
- Supplies & Materials
- Capital Outlay
- Budget Detail
- Contracted Services
- Other Operating Costs
- Indirect or Administrative Costs

 ***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.***

12. Appendix

The appendix for each grant program will vary greatly. Some programs do not allow an appendix. Some require such documents as letters of support, résumés of key personnel, job descriptions, schematics of technology networks, etc.

 ***The applicant should submit only what the RFA/RFP allows.***

Grant Writing Tools and Techniques

Helpful Hints

Grant writing is a challenge for both novice and experienced writers. Grants are highly competitive, and rejection is disappointing. 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 to ensure that you include all of the required information and forms.
- ❑ Disaggregate student achievement data and identify your needs.
- ❑ 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 pt. 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. Use them to improve the proposal before the next submission.
- ❑ If you do not qualify, do not apply!

- ➔ To avoid undue stress and save your sanity, realize that your proposal may be funded or it may not.
- ➔ Start early, plan ahead, and allow plenty of time for writing, revising, and editing.
- ➔ Remember that a deadline is a deadline.

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Sample 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 outcomes that will solve the problem addressed in the needs statement.

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

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

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

- Academic Improvement
- Professional Development
- Family & Community Involvement
- Assessment and Evaluation

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

Academic Improvement

| <u>Educational Goal:</u> All middle school language arts teachers will implement proven and effective technology-based programs that are designed to help raise student achievement in reading. | | | |
|---|---|-------------------------|---|
| Objectives (Performance Targets) | Positions Responsible | Timeline | Effectiveness Indicator |
| <ul style="list-style-type: none"> • By the end of the 2004-2005 academic year, 75% of the middle school language arts teachers will effectively integrate the READ 180 program to improve reading skills. | Middle school Reading and/or Language Arts Teachers | Sept. 2004 to June 2005 | Percentage of middle school language arts teachers using technology to teach reading as measured by classroom based on lesson plans, administrative observations, and/or surveys etc. |
| <ul style="list-style-type: none"> • By the end of the 2005-2006 school year, 100% of the middle school language arts teachers in the district will effectively integrate the READ 180 program to improve reading skills. | Middle school Reading and/or Language Arts Teachers | Sept 2005 to June 2006 | |

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Professional Development

| <p><u>Educational Goal:</u> 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.</p> | | | |
|--|------------------------------|-----------------|--|
| Objective (Performance Target) | Positions Responsible | Timeline | Effectiveness Indicator |
| By June of 2005, 100% of middle school language arts teachers and campus administrators will be enrolled in Scholastic Red online courses that address applying research-based methods and strategies to the teaching of reading to middle school students. | Administrators, Teachers | June 2005 | Percentage of language arts teachers and administrators successfully completing online professional development courses in reading |

Family and Community Involvement

| <p><u>Educational Goal:</u> Parents will be regularly informed about the effectiveness of the technology-based programs at raising their child's achievement in reading.</p> | | | |
|---|------------------------------|----------------------------------|---|
| Objective (Performance Target) | Positions Responsible | Timeline | Effectiveness Indicator |
| For the 2004 school year, Teachers will send parents weekly student progress reports regarding the growth being made in reading achievement along with specific suggestions about how support can be given at home. | Teachers | September 2004 through June 2005 | Frequency of parental communication as measured by teacher records and software reports |

Assessment & Evaluation

| <p><u>Educational Goal:</u> The district will determine the effectiveness of the technology-based reading intervention program at raising student achievement over the period of the grant project.</p> | | | |
|--|---|-----------------|---|
| Objective (Performance Target) | Positions Responsible | Timeline | Effectiveness Indicator |
| In the Spring of 2005, 80% of students involved in the READ 180 program will raise their 2004 scores on the state reading assessment by five points. | Teachers, Technology Leaders, Campus Administrators | March 2005 | Number of points gained in reading between the 2004 the 2005 state assessments. |

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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.**


| <p>Educational Goal: All teachers will be able to integrate advanced multimedia applications into curricula and instruction at all grade levels.</p> | | | |
|---|------------------------|----------------|--|
| <p>Objective: For the 2005-2006 school year, 100% of the 8th grade reading teachers will use technology to improve students' reading skills.</p> | | | |
| Specific Activities | Positions Responsible | Timeline | Effectiveness Indicator |
| 1. Purchase READ 180 . | Department Chairperson | April 2005 | Purchase orders |
| 2. Schedule one leadership training session for administrators, technology coordinators, and reading coaches. | Campus Administrator | August 2005 | Number of administrators, technology coordinators and 8th grade teachers completing the training |
| 3. Schedule one implementation training session for 8th grade teachers. | Department Chairperson | August 2005 | Number of 8th grade teachers completing the training |
| 4. Enroll 8th grade teachers in the <i>Scholastic Red</i> facilitated online professional development course to assist in the effective implementation of READ 180 . | Department Chairperson | August 2005 | Number of 8th grade teachers completing the <i>Red</i> course |
| 5. Implement the READ 180 program. | Eighth grade teachers | September 2005 | Number of 8th grade teachers using READ 180 |
| 6. Administer the state reading exams to students. | 8th grade teachers | April 2006 | Increase in reading scores over the April 2005 scores |

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Sample Quarterly Timeline


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 CD software with 60 student licenses, Scholastic Reading Inventory 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 onto 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 technology 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. A typical **READ 180** classroom requires five student workstations for a class of 15 students. 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 technology integration into instruction
- 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 checklists to ensure project is on target

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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 the 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.

Optional ongoing training and support for teachers by Scholastic Red Consultants and Red-trained Facilitators are also available, as well as additional Scholastic Red online courses that build upon the **READ 180** program.

- Continue instructional development activities
- Host Student Technology Fair to display and demonstrate student work
- 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 technology activities
- Conclude parental involvement activities

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

- **READ 180's** paperback books 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, also available in 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 the 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

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Sample Staffing Chart of Key Project Members

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

| 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 technology activities | <i>List amount of time staff member will devote to each responsibility or activity</i> <u><i>Recommended 100%</i></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><i>Recommended 100%</i></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 ▪ File all financial reports with funding agency | <i>List amount of time staff member will devote to each responsibility or activity</i> |

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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 document the effectiveness of **READ 180** at raising student achievement. In particular, large-scale studies were conducted in the Los Angeles Unified School District, the Department of Defense Schools, and in four large, urban school districts in conjunction with the Council of Great City Schools. Copies of these studies are available from your Scholastic Regional Office.***

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

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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, they experience success from the start. Anecdotal records from studies of **READ 180** indicate that students’ reading confidence improves, which can contribute to long-term academic success.*

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.

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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' language, cognitive, and reading 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:*


- *Assessment embedded in the instructional software continually tracks 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 more than 30 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 strengths, weaknesses, and possible modifications. These evaluations will be used to continually improve the project professional development plan.

 *Red professional development courses have been successfully piloted in 10 school districts across the United States. Teachers, district Facilitators, and principals report:*

- *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.

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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. 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 83-year history of helping foster and support effective learning for all students. For years, we have worked with leading researchers to develop scientifically based products that produce significant results in student achievement, as well as meaningful changes in teacher effectiveness.

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