

Grant Application Toolkit for Florida
21st Century Community Learning Centers Program
Featuring *READ 180*[™]

Scholastic Inc. has prepared this grant application Toolkit to assist Local Education Agencies (LEAs) in the development of a grant project for the *21st Century Community Learning Centers* (21st CCLC) 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, which correlates to Sunshine State Standards, 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 Florida 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 at 800-348-3750.



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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: 21st Century Community Learning Centers

The information in this section of the Toolkit is from the Florida 21st CCLC Grant Application web site: <http://www.firn.edu/doe/curriculum/cclcgrant.html>

Goal of 21st Century Community Learning Centers

The 21st CCLC program focuses on helping children in low-income, low-performing schools meet or exceed Sunshine State Standards in core academic areas.

This program provides funds to

- Create community learning centers that provide remedial education opportunities for children during out-of-school hours.
- Offer a broad array of enrichment activities that complement a regular academic program.
- Develop programs that support the Just Read! Florida reading initiative.
- Offer literacy and other educational services to families of participating children.

Application Due Date: April 25, 2003

Acceptable Use of Funds

21st CCLC funds can be used to provide a variety of activities outside of regular school hours to advance student achievement and promote parental involvement and family literacy. It is mandatory to provide programs that serve students with disabilities. Other acceptable uses of funds include, but are not limited, to the following:

- Remedial education activities and academic enrichment programs to improve student achievement in core academic subjects
- Tutoring services and mentoring programs
- Activities for limited English proficient students that emphasize language skills and academic achievement
- Telecommunications and technology education programs
- Programs that promote parental involvement and family literacy
- Programs that assist students who have been truant, suspended, or expelled to increase their academic achievement

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Eligibility

21st CCLC primarily targets students who attend schools eligible for Title I school-wide programs and their families. However, services may also support Pre-K and adult literacy activities for the families of participating students.


Priority is given to applications that are submitted jointly between at least one LEA and at least one public or private organization. Examples of agencies and organizations that are eligible for 21st CCLC include, but are not limited to:

- Local Education Agencies
- Private schools
- Open enrollment charter schools
- Community-based organizations
- Non-profit agencies
- City or county government agencies
- Faith-based organizations
- Institutions of higher education
- For-profit corporations

Required Project Components

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

- Activities that are expected to improve student achievement and that align to the reading initiative, Just Read! Florida
- A program that follows the *principles of effectiveness* by being based on
 - Assessment of objective data regarding need for before- and after-school programs
 - Established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities
 - If appropriate, scientifically based research that provides evidence that the program or activity will help students meet state and local achievement standards
- Evaluation of community needs and available resources and a plan for meeting those needs
- Description of the eligible organization's success in providing educational activities that will complement and enhance the academic performance, achievement and positive youth development of students

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

Accountability

Recipients of 21st CCLC funds must implement a program that meets the *principles of effectiveness*. They must submit an Annual Performance Report that describes project activities, accomplishments, and outcomes to demonstrate that substantial progress has been made toward providing high-quality opportunities for academic achievement and enrichment.

Customize Your Competitive Grant

This section of the Toolkit provides basic information for those preparing to write a competitive *21st Century Community Learning Centers* grant. It is *not* intended to fully explain every grant application, but should help you understand what to include.

✎ It is important to obtain the Request for Proposal/Application from the Florida Department of Education as it contains the official instructions, application requirements, and guidelines. (<http://www.firn.edu/doe/curriculum/cclcgrant.html>)

Application Format Requirements

The competitive 21st CCLC grant application requires applicants to use the format below. Scholastic has provided details for the major parts to help you make sure they are thoroughly addressed. Remember to incorporate specific items that are unique to your project.

1. Cover page
2. Program Summary and Abstract
3. Table of Contents
4. Program Narrative
 - Component 1: Need for Project
 - Component 2: Quality of Project Design
 - Component 3: Adequacy of Resources
 - Component 4: Quality of Management Plan
 - Component 5: Quality of Project Evaluation
5. Budget Narrative
6. Assurances and Required Forms
7. Appendix

1. Cover Page

Please refer to the RFP/Application for details.

2. Program Summary and Abstract

The *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 abstract includes the following information:

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

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

3. Table of Contents

Please refer to the RFP/Application for details.

4. Program Narrative

Applications will be evaluated for funding based on the five components listed below, which appear in the 21st CCLC RFP (<http://www.firm.edu/doe/curriculum/pdf/21stcenturyrfp.pdf>). To supplement the information that can be found at this web site, Scholastic has compiled general information that will help you write this section of the grant.

Component 1: Need for Project

- Identify the target population, the problem(s) to be addressed, and the geographical region where the program will be offered.
- Justify the need for the requested funds for students and their families.


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

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

Step One: Gather the Data

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

- Demographic Data
- Student Achievement Data
- Parental Involvement Needs
- Staff Training Needs
- Socioeconomic Data
- Academic Needs
- Technology Needs
- Family Literacy Needs

 *The reliability- and validity-tested Scholastic Reading Inventory Interactive (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.

Step Three: Determine Needs Based Upon the Data

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

Step Four: Write the Needs Assessment

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


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Component 2: Quality of Project Design

- Describe the goals and objectives of the proposal, as well as the activities to be funded and how they are expected to improve student achievement.
- Describe the relationship of the project to the reading initiative, Just Read! Florida.
- Identify the plans for professional development of staff delivering program activities.


The project design must include *educational goals* that are aligned with the project's assessed educational needs and related to Just Read! Florida. An educational goal states the planned outcome that will solve the problems addressed in the needs assessment. Project goals must be educational goals and not merely the acquisition of funds.

Professional development goals should be developed for the staff that will deliver the program's activities. Describe a clear plan and process for initial preparation and ongoing support.

 **READ 180** professional development includes a four-step plan specifically designed to support **READ 180** classroom implementation, improve teacher practice, and raise student achievement. Scholastic's literacy experts work with district teams to customize options according to specific needs. The four-step plan includes

1. On-site leadership development for principals, reading coaches, and technology coordinators
2. On-site implementation training for **READ 180** teachers and reading coaches
3. On-site interactive follow-up for **READ 180** teachers and reading coaches
4. A facilitated online, or in-person professional development course from Scholastic Red entitled "READ 180: Making It Work in the Classroom." The course provides
 - a. Proven, scientifically based teaching strategies and methods to help raise student achievement in reading.
 - b. 24-hour access to resources and training.
 - c. Interactive simulations and video modeling of research-based practices by master practitioners in real classrooms.

*(Additional Scholastic Red online courses that build upon the **READ 180** program and strengthen the teaching of reading for elementary school, middle school, and high school are available upon request.)*


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

- Academic Improvement
- Staff Training
- Family Literacy
- Evaluation

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


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

 *Examples of objectives for 21st CCLC programs include, but are not limited to the following:*

- *Increase the achievement scores of 21st CCLC students on the Florida Comprehensive Assessment Test*
- *Increase the percent of 21st CCLC students who are promoted to next grade*
- *Increase the percent of 21st CCLC students who graduate*
- *Increase the percent of families participating in family literacy activities*


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

- Number of staff trained
- Number of student promoted to next grade
- Number of students who pass state assessments
- Percent increase in reading scores
- Drop out rates
- Percent of parents participating


 *Please see examples of ways to organize your goals, objectives, and effectiveness indicators on pages 19-23 of this Toolkit.*

The Project Design section should also include the *activities* that will address the needs of the target population. Activities are more specific than goals, and they explain *who will do what, when, where, and for how long*. For each goal, list the activities to be conducted and include these areas:

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

 *Be sure your activities*

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


 *Sample activities for the goal area of Academic Improvement can be found on page 24.*


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Component 3: Adequacy of Resources

- Identify federal, state, and local programs that will be coordinated with the proposed program to make the most effective use of public resources and to help it be self-sustaining after the project period is over.
- Summarize any evaluation studies, reports, or research that may document evidence of previous success and effectiveness of the proposed services and activities.

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 community, state, and federal resources.


 *The purpose of a resource 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 not consumable, and the software licenses can be transferred from student to student as they move in and out of the program, the cost per student lowers over time. (Please contact a Scholastic representative to discuss a customized plan and review associated costs.)*

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

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

Include in Component 3 summaries of validation studies, reports, and research that show that the proposed services and activities have been successfully implemented in other locations or promise to be successful. It is important to demonstrate that the project’s out-of-school educational and related activities will complement and enhance academic success.

 *Since 1998, **READ 180** has been successfully implemented in thousands of classrooms and continues to demonstrate its success at improving the literacy skills of struggling readers. The research-based program has been independently validated through efficacy studies conducted in the Council of Great City Schools, in Los Angeles, CA and the Department of Defense Schools. (Summaries of the major research studies are available upon request.)*


 *All professional development from Scholastic Red is grounded in research-based, validated practices that result in teachers learning and applying new strategies that directly influence student performance. Red courses have been successfully piloted in ten school districts across the United States. Teachers, district Facilitators, and principals report that Red materials can be implemented immediately into classroom activities, the modeling of effective strategies helped them apply the skills in their classrooms, and local meetings provided additional instruction and personalized support.*

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Component 4: Quality of Management Plan

- Describe how the management plan will adequately achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
- Indicate how the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of students, parents, teachers, the business community, a variety of disciplinary and professional fields, other recipients, or beneficiaries of services, or others, as appropriate.


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

-  Rather than creating a separate timeline document, applicants are encouraged to indicate timelines with each activity as the examples on page 24 shows.

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

In the 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. The team should consist of persons with a variety of backgrounds and perspectives.

Include in this Component the program's *sustainability*—how it will continue when grant funds expire. Describe the commitment to continuing the project in subsequent years with reduced levels of funding and the support from the administration in terms of financial resources, space/facility resources, and personnel dedicated to the project.

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

Component 5: Quality of Project Evaluation

- Demonstrate that substantial progress has been made toward meeting the objectives of the projects as outlined in the project application.
- Collect descriptive and achievement data that address each of the performance indicators for the 21st CCLC program.

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

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

- Site visits or administrative observations
- Integration surveys
- External evaluation of impact on student achievement
- Staff training completed

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

- Evaluation of family literacy activities
- Evaluation of staff training activities
- Standardized or benchmark tests of student achievement.

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

- Student Academic Achievement—To meet one of the required performance indicators and educational goals, determine how the proposed project will increase student achievement and then measure the success of the project's methods. Acceptable measures of student achievement should be standards based, criterion-referenced assessments.
 - 📖 *The **READ 180** Management Suite continuously gathers data on student progress from the moment a student logs on to the Software. It also contains three assessment instruments and generates a variety of reports to monitor progress and inform instruction:*
 1. *Scholastic Reading Inventory contains norm-referenced data so that teachers can use it on a periodic basis to measure learning gains.*
 2. *The four instructional software zones within **READ 180** have embedded assessments that are used to track student progress and inform instruction, and*
 3. *The Reading Counts! assessment instrument consists of hundreds of software-based, multiple-choice quizzes to monitor independent reading.*
- Parental Involvement—An extremely important requirement of the 21st CCLC grant program is that projects demonstrate an increase in parental involvement and communication. One way to gather the parental involvement data is to survey parents' opinions and behaviors regarding their involvement in schools. Match your goals to the needs identified on the survey.
 - 📖 ***READ 180** contains paperback books and activities that students can take home and share with family members. The **READ 180** Software produces up-to-the-minute customized progress reports with specific feedback that teachers can use easily and frequently to enhance communication between school and home. The Software also generates parent information letters that can be sent home on a regular basis to provide concrete suggestions for improving reading skills at home.*

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5. Budget Narrative

- Provide a complete detailed narrative for each object code.

The *budget narrative* details how funding will support activities and programming within the 21st CCLC program. Funds may supplement, but must not supplant any other district, state, or federal program. Please refer to the RFP/Application for specific instructions, as well as information on the various budget forms that need to be completed to apply for the grant.

- ✎ The budget is an estimate of the project costs, but the project budget should be as accurate as possible at the time of submission. It should not include any “padded” amounts for expenditures.*
- ✎ The budget and narrative should align directly. It is best to make a list of all budgetary costs, based upon the narrative sections. Make sure that the budget includes a line item for every cost that the narrative describes.*
- ✎ It is advisable to consult with your business office prior to submitting the application.*

6. Assurances and Required Forms

Please refer to the RFP/Application for details.


7. Appendix

The 21st CCLC program specifies which documents are allowed in the appendix and will not review other attachments. Please refer to the RFP/Application for details.


- ✎ The applicant should submit only what the official application allows.*


READ 180 Alignment to Key 21st CCLC Requirements

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


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

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<p>Key Criteria for 21st CCLC Programs</p>	<p> READ 180 Alignment</p>
<p>Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement.</p>	<p>During the research and development phase of READ 180, the program was piloted in three middle school classrooms in 1994-1995 as part of the Orange County Literacy Project in Orange County, Florida. After one year in the program, students in the Project showed significant gains in reading. In addition, significant gains were noted in self-esteem and spelling. School attendance and grade point average also improved.</p> <p>READ 180 addresses the problems of students who are trapped in a cycle of failure by providing them with many opportunities to experience success from the start. In the <i>Software</i>, the instruction and practice are customized according to students' abilities—to prevent frustration and build success. Motivational videos help students adopt positive attitudes toward reading. Anecdotal records from studies of READ 180 indicate that students are enthusiastic about the program and that their reading confidence improves while using the program. Research on older struggling students suggests that this positive shift in student attitudes can contribute to long-term academic success.</p>
<p>Programs and activities that follow <i>principles of effectiveness</i> by being based on</p> <ul style="list-style-type: none"> • Assessment of objective data regarding need for before- and after-school programs • Established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities • If appropriate, scientifically based research that provides evidence that the program or activity will help students meet state and local achievement standards 	<p>As a comprehensive reading intervention program, READ 180's research foundation is extensive. Scholastic can provide specific citations from research that support the content, design, and instructional methods and strategies for these areas:</p> <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Fluency • Vocabulary • Comprehension • Spelling • Writing • Technology and Instruction • English-Language Learners • Motivation <p>All professional development from <i>Scholastic Red</i> is grounded in research-based and validated practices that result in teachers learning and applying new strategies to directly influence student performance. Every Red course incorporates characteristics that research confirms are key for effective professional development:</p> <ul style="list-style-type: none"> • Research-based content and strategies • Modeling and presentations by skilled practitioners • Practice in a controlled risk-free environment • Coaching, feedback and reflection • Coherence and alignment to academic standards • Promotion of strong, shared leadership by principals and district leaders

<p>Key Criteria for 21st CCLC Programs</p>	<p> READ 180 Alignment</p>
<p>The eligible entity has experience or promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students.</p>	<p>READ 180 has a history of helping struggling students break the reading failure cycle and turn their lives around. The READ 180 program shows respect for the older, struggling reader by presenting age-appropriate materials that engage them at reading levels where they can experience success. As students experience reading success they also develop more positive attitudes towards learning.</p> <p>READ 180 was developed in collaboration with Vanderbilt University and is based on ten years of research by Dr. Ted Hasselbring. From 1994 through 1998, the program was tested in Orange County Public Schools in Orlando, Florida, and repeatedly proved that it could raise reading scores. Since 1998, READ 180 has been successfully implemented in thousands of classrooms and continues to demonstrate its success at improving the literacy skills of struggling readers. READ 180's effectiveness at raising reading scores has been independently validated through efficacy studies conducted in Atlanta, GA; Boston, MA; Dallas, TX; Columbus, OH; Los Angeles, CA; and the Department of Defense Schools.</p>
<p>To sustain a quality program, staff delivering academic support and enrichment services should be provided ongoing training and learning opportunities.</p>	<p>To ensure the success and sustainability of the READ 180 program, Scholastic offers a four-step in-service and professional development plan that district teams may customize. Options include:</p> <ul style="list-style-type: none"> • On-site leadership development for principals, reading coaches, and technology coordinators. • On-site implementation training for READ 180 teachers and reading coaches. • On-site interactive follow-up for READ 180 teachers and reading coaches. • A facilitated online or in-person professional development course from <i>Scholastic Red</i> entitled READ 180: Making It Work in the Classroom. The course 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. <p>Optional ongoing training and support for teachers by <i>Scholastic Red</i> Consultants and <i>Red</i>-trained Facilitators is also available, as well as additional <i>Scholastic Red</i> online courses that build upon the READ 180 program.</p>

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Key Criteria for 21st CCLC Programs	 READ 180 Alignment
<p>Academic activities are aligned with the schools curriculum in the core subject areas.</p>	<p>READ 180 provides targeted skills instruction for the core subjects of reading and language arts. READ 180 is correlated to state standards and will effectively reinforce and support the regular curriculum in these areas:</p> <ul style="list-style-type: none">• Phonics and syllabication• Spelling• Fluency• Word analysis and vocabulary development• Comprehension• Writing• Grammar, usage, mechanics• Test-taking strategies <p>For READ 180 correlations to state standards, visit this website: http://teacher.scholastic.com/read180/fund/standards.htm</p> <p>READ 180's Topic CDs deliver individualized reading instruction in the context of these curriculum content areas: people and cultures, science, math, history and geography. Students also independently read leveled paperbacks in a variety of genres such as fiction, nonfiction, poetry, classics, and biography.</p>
<p>Program was developed and will be carried out in active collaboration with the schools the students attend.</p>	<p>Scholastic will collaborate with a district to develop a customized plan for the implementation of READ 180 for a 21st CCLC program. The READ 180 instructional model follows a recommended 90-minute block plan, but flexible scheduling options are also possible to accommodate before- and after-school times.</p> <p>District collaboration also involves identifying a plan for staff training. The READ 180 program offers a four-step in-service and professional development plan that includes:</p> <ul style="list-style-type: none">• Onsite implementation training to provide teachers with literacy and technology support for starting the program.• Follow-up training sessions that focus on instructional strategies and practical suggestions for using READ 180.• An online professional development course through <i>Scholastic Red, READ 180: Making it Work in the Classroom</i>, to provide teachers with added support for successfully implementing and managing a READ 180 classroom.

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<p>Key Criteria for 21st CCLC Programs</p>	<p> READ 180 Alignment</p>
<p>The program includes a plan for how the community learning center will continue after funding under this part ends</p>	<p>Scholastic is committed to ensuring the sustainability of READ 180 beyond the period funded by a 21st CCLC grant. To this end, Scholastic will work with a district to train its teachers in the use of effective, research-based instructional methodologies and offers a variety of ongoing support to ensure the continued development of the skills and strategies students need to succeed in school.</p> <p>READ 180 and training from <i>Scholastic Red</i> can be effectively integrated with other school or district activities that are being funded from sources other than 21st CCLC. The federal funding programs for which READ 180 and <i>Scholastic Red</i> qualify include:</p> <ul style="list-style-type: none"> • Title I, Part A – Improving Basic Programs • Title I, Part B – Reading First • Title I, Part F– Comprehensive School Reform • Title II, Part A – Improving Teacher Quality • Title III – English Language Acquisition • Title V, Part A – Innovative Programs
<p>The program or activity shall undergo a periodic evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment.</p>	<p>READ 180 data can be used to evaluate the progress of 21st CCLC activities and determine the effectiveness of the program at raising reading achievement.</p> <p>READ 180 provides continuous assessment and immediate feedback for students and teachers. The READ 180 program contains tools for initial screening, diagnostic placement, progress monitoring, and progress evaluation. All student data generated by the <i>Software</i> is tracked and monitored by the <i>Scholastic Management Suite</i> and used to adjust instruction. The <i>Management Suite</i> also generates detailed reports to track learning gains and inform teacher-led instruction.</p>

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 Effectiveness Indicators

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


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

Performance targets are a series of clearly defined *objectives* that increase in expectation as they progress on a timeline, culminating at an overall performance or educational goal. *Performance targets* are Specific, Measurable, Attainable, Research-based, and Timely (SMART).

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

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


- Academic Improvement
- Staff Training
- Family Literacy
- Evaluation

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

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Academic Improvement

A 21st CCLC program can be an important component in a school improvement plan, particularly as it offers extended learning time to help children meet state standards. Local programs must ensure that the academic services they provide are aligned with the school's curriculum in the core subject areas.

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

- Phonics and syllabication
- Spelling
- Fluency
- Word analysis and vocabulary development
- Comprehension
- Writing
- Grammar, usage, mechanics
- Test-taking strategies

Educational Goal:


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

Objectives (Performance Targets)	Positions Responsible	Timeline	Effectiveness Indicator
<ul style="list-style-type: none"> • By the end of the 2003-2004 school year, 75% of the 21st CCLC students will demonstrate increased proficiency in reading as demonstrated by pre- and post-testing 	21st CCLC Staff and Classroom Teachers	Sept. 2003 to June 2004	Percentage of students who improved their reading scores as measured by pre- and post-tests.
<ul style="list-style-type: none"> • By the end of the 2002-2003 school year, 50% of the 21st CCLC students will demonstrate increased proficiency in reading as demonstrated by pre- and post-testing 	21st CCLC Staff and Classroom Teachers	Sept. 2002 to June 2003	Percentage of students who improved their reading scores as measured by pre- and post-tests.

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Staff Training

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

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

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

Educational Goal:


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

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

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Family Literacy

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


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


Educational Goal: Improve the literacy of the adult family members related to the children participating in the 21st CCLC program.			
Objective (Performance Target)	Positions Responsible	Timeline	Effectiveness Indicator
<ul style="list-style-type: none">For the 2004 school year, increase the number of families participating in a technology-based reading improvement program by 10%.	Teachers	Sept. 2004 through June 2005	Number of families involved in the program each year.
<ul style="list-style-type: none">For the 2003 school year, 25% of the families of 21st CCLC students will participate in a technology-based reading improvement program.	Teachers	Sept. 2003 through June 2004	Number of families involved in the program each year.

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Evaluation

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

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

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

Educational Goal:

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

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

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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.

<u>Educational Goal:</u> All students participating in the 21st CCLC program will improve their reading achievement.			
<u>Objective:</u> For the 2003-2004 school year, 100% of the students reading below grade level will raise their reading achievement scores.			
Specific Activities	Positions Responsible	Timeline	Effectiveness Indicator
1. Purchase READ 180 .	Program Coordinator	April 2003	Purchase orders
2. Schedule 1 leadership training session for program leaders.	Program Coordinator	August 2003	Number of program leaders completing the training
3. Schedule 1 implementation training for staff delivering academic services.	Program Coordinator	August 2003	Number of staff completing the training
4. Enroll staff in the <i>Scholastic Red</i> facilitated online professional development course to assist in the effective implementation of READ 180 .	Department Chairperson	August 2003	Number of staff completing the <i>Red</i> course
5. Implement the READ 180 program.	Program Staff	September 2003	Number of staff using READ 180
6. Students take state reading exams.	Program Staff	April 2004	Increase in reading scores over the April 2003 scores

Preliminary Questions for Florida’s 21 st CCLC Competitive Grant Program

Qualifying Questions

1. Is your organization one of the eligible applicants:
 - Local Education Agency (LEA)
 - Community-based organization
 - Other private/public entities
 - A consortium of two or more agencies, organizations, or entities?
2. Who are the district- and campus-level administrators that will facilitate the grant application process and coordinate the grant programmatic, as well as financial activities upon funding?
3. Have you identified the targeted population that the 21st CCLC grant will serve?
4. Does the targeted population qualify as “students and families of students who attend schools with a high concentration of low-income, low-performing schools and schools designated as in need of improvement under Title I?”
5. Does your program meet the funding purpose of “providing before school and after school or summer programs for school wide Title I students and their families?”

Absolute Priority Questions

6. Will your program target services to students who attend schools that have been identified as in need of improvement?
7. How does your program align to the Just Read! Florida Reading Initiative?
8. What types and levels of support will your project add to the Just Read! Florida Reading Initiative?
9. What methods will you use to disseminate and market information about the project to the targeted populations?
10. Are you making a joint application between at least one LEA receiving Title I, Part A funds and at least one public or private community organization?

Competitive Priority Questions

11. What percentage of the requested 21CCLC grant funds will address substantial problems within D and F schools as identified by the DOE?
12. How will your program provide nutrition, health and fitness related programs that will help decrease the national obesity epidemic?
13. What partnerships will you form with institutions of higher education, libraries, and other private and public profit and non-profit entities with technology expertise to improve the use of technology?

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Funding Questions

14. Is your proposed budget within the minimum of \$50,000 per year?
15. Is your proposed funding request coordinated to the number of 21CCLC centers, types of services offered, and number of students served within the program?

Proposal Questions

16. Does your program offer activities in a minimum of four of these thirteen areas?
 - Remedial education activities and academic enrichment learning programs
 - Mathematics and science education
 - Arts and music education
 - Entrepreneurial education
 - Tutoring services and mentoring programs
 - After school activities for limited English proficient students
 - Recreational activities
 - Telecommunications and technology education programs
 - Expanded library services
 - Parental Involvement and family literacy
 - Assistance to students who have been truant, suspended, or expelled
 - Drug and violence prevention programs
 - Service to students with disabilities (required)

Component 1: Need for Project

17. Who will be your targeted population for 21CCLC competitive funds?
18. How will the proposed project provide services and address the needs of students at risk of educational failure?
19. What are the risk factors and indicators that contribute to the problem?
20. What is the impact of the problem on the targeted population?
21. How will this program benefit students and families at risk?
22. What is the date of the most recent community needs assessment?
23. Based on the most recent community needs assessment, identify the following data:
 - The poverty rates in the community to be served
 - The percentage or rapid growth of limited English proficient students and families
 - The percentage of Title I students
 - The drop out rates
 - The literacy rates and education levels within the community
24. What goals have you set for improved student achievement?

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Component 2: Quality of Project Design

25. How are the goals and objectives related to the identified needs?
26. Are your objectives measurable and do they describe how the goals will be met?
27. Of the thirteen service areas, in which four service areas will you provide activities?
28. What plans do you have for serving students with disabilities, as required by the 21CCLS program?
29. How will students participating in the 21CCLC program travel safely to and from the center and home?
30. How will the 21CCLC program communicate effectively with the schools the students attend?
31. How will the program collaborate with regular school day teachers?
32. How will senior citizens participate in the 21CCLC program?
33. How many days per week and hours per day will the 21CCLC program operate?
34. What are the program plans for professional development for staff and senior citizens?
35. What daily nutritious snacks will be served at each center?
36. What will be a typical daily, weekly, and monthly schedule of activities?

Component 3: Adequacy of Resources

37. What matching funds or in-kind contributions will contribute to the sustainability of the program?
38. Which federal, state, or local programs will be combined or coordinated with the 21CCLC grant funds to make the most effective use of public resources?
39. Who are the partners in your application and what is their specific contribution?
40. How did the community partners contribute to the project during the planning stages?
41. How will the community partners contribute to the sustainability of the project after grant funds expire?
42. What letters of commitment can you provide that indicate each partner's contributions?

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Component 4: Quality of Management Plan

43. Have you established clearly defined responsibilities and timelines for each of the program activities?
44. What evidence do you provide that program staff are highly qualified and that adequate student to staff ratios exist?
45. What professional development plans do you have for staff delivering program activities?
46. How will you ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those parents, teachers, private and public schools, the business community, and recipients and beneficiaries of services?
47. Have you organized the methods and activities into a reasonable timeline that includes projected starting and ending dates, critical benchmark dates, persons responsible, and methods for documenting activities?
48. Who will serve as the fiscal agent and have you planned for a full-time project director?
49. Have you organized an Executive Council responsible for the administration of the project and developed a schedule of Executive Council meetings?
50. What job descriptions have you developed and included in the proposal?

Budget

51. What is your estimated budget at this time?
52. Does your project budget supplement and **not supplant** other existing programs?
53. How will you leverage existing resources, such as computer labs, libraries, and classrooms to carry out your activities?
54. Does your proposed budget include the required 20% matching funds for Year 3, 40% matching funds for Year 4, and 60% matching funds for Year 5?

Component 5: Quality of Project Evaluation

55. How will your project goals demonstrate educational and social benefits and exhibit positive behavioral changes?
56. Have you established clearly defined benchmarks to monitor progress toward the project goals?
57. Have you established outcome measures to assess impact on the performance indicators?
58. Who will serve as the external evaluator for the project?
59. What are his/her qualifications?

60. Does your evaluation design include:

- What types of data that will be collected?
- When various types of data that will be collected?
- What designs and methods that will be used?
- How the data will be analyzed?
- When reports of results and outcomes will become available?
- How formative data will be used to monitor progress?
- How summative data will be used to determine the overall effectiveness of the project in meeting the objectives?
- How accountability information will be disseminated to stakeholders?

61. What formative evaluation is planned throughout the project?

62. What summative evaluation is planned for the conclusion of the project?

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 82-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.