



Improving Literacy Through School Libraries (Title 1B-IV)

Grant Writer's Guide

Great Source Education Group, a division of Houghton-Mifflin, has prepared this packet to assist eligible local districts to compete effectively for funds available through the Improving Literacy Through School Libraries grant. This help packet is designed to provide district-level grant writers with sample narrative that includes Great Source products. Don't hesitate to contact your local Great Source representative for budget and product information.

Grant Focus

Improving Literacy Through School Libraries (Title IB-IV) is a federal competitive grant to improve the reading achievement of students by providing them access to state-of-the-art books and library materials; technologically advanced library media centers; and professionally certified school library media specialists.

Amount Available:

\$19.8 million will be awarded in this round. Approximately 100 grants between \$30,000 - \$350,000:

Application:

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

Submission Deadline:

March 14, 2005



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WRITING YOUR GRANT

TIPS FOR SUCCESS

Great Source Education Group, a division of Houghton Mifflin, offers research-based supplemental and other alternative materials that are a strong match to the **Improving Literacy Through School Libraries** (LSL) federal grant. This Grant Writer’s Guide is designed assist you as you build your project, but cannot replace the effective planning, collaboration, and research review that will guarantee a successful project. It can, however, suggest appropriate content that will facilitate the grant writing process and provide strategic direction as to how Great Source products meet the requirements of the grant application. As you use this guide, please note the following:

Customize your project and application. Use the Guides’ sample narrative as a resource, not a final product. The more you customize your project to fit with your district’s library media and educational technology plan, the more convincing your application will be. In particular, you should try to connect your project to current district and school initiatives—this will show an integrated planning effort and strongly aligned project. Cite District and Local Improvement Plans, Needs Assessments, or other appropriate documents. Coordinating resources, collaborating, and providing professional development designed specifically for your needs are all important methods you should use to customize your project.

- Side-notes and italicized text throughout this packet provide additional support
- You can download and print the request for proposals at:

Improving Literacy Through School Libraries:
<http://www.ed.gov/programs/lsl/applicant.html>

You should take time to review these documents as you develop and plan your project. They will help you better understand strategic responses to each of the application requirements. Further, follow exactly the format requirements listed on p. 6 of the Application.

Include strong professional development. Applicants are required to use some portion of their funds on professional development (see Application p. 4). This should include literacy training and certification, as well as activities that foster increased collaboration between library media specialists, teachers, and administrators.

Coordinate resources. Projects that outline ways in which other resources will be used to leverage funds in project implementation are usually more strategic. Therefore, you should show how other funds are being coordinated with the grant funds to maximize the impact of the program. Be creative here—coordinating your resources effectively can really distinguish and strengthen your project.

SAMPLE GRANT NARRATIVE

PROJECT DESCRIPTION

This Improving Literacy Through School Libraries (LSL) project, entitled “Title,” will improve reading achievement by improving the quality and quantity of state-of-the-art materials and technology provided to our district’s library media centers, and improving the professional development library specialists in support of three district initiatives: middle school reading intervention, after school programs, and summer school.

The following goals establish the major thrust for “Title” and directly reflect our district’s plan for improving student achievement:

Media Resources for Struggling Readers. “Title” will provide new books and materials aligned with the curriculum to every school library in the district;

After School and Summer School. “Title” will open school libraries to after school and summer hours, and provide materials proven to support extended day activities;

Technology Support for Reading. “Title” will increase the number of computers available in the school library, and provide new, software-based educational content;

Coordination and Communication. “Title” will provide professional development time to encourage collaboration between teachers and district library media specialists.

SELECTION OF PROJECT SITES

Critical Needs. In planning “Title,” District conducted a thorough needs assessment, analyzing data and results relative to student achievement in reading, demographic statistics, the status of current library media materials, and the certification of personnel serving these centers.

Our findings indicate that each project site has # critical needs that will be addressed through this project. These needs are described below.

- **Impact of Poverty on Reading Achievement.** District has an average family poverty rate of ___% (20% is required by the Application). As a rural (urban, etc., add adjectives) district in _____ (state), District serves a predominantly at-risk K-12 student population. Steady shifts in demographic data, including a ___ % increase in low-income (or LEP, customize)

population over the last ten years, have contributed to low test scores and growing achievement gaps. In the 2003-2004 state testing, __% of eighth grade students did not meet the standard in reading; this finding is tied to early assessment trends showing that almost __% of fourth graders tested fell below the ‘proficient’ level in both reading and language arts.

- **Access to technology.** According to state statistics, *District*’s libraries and media centers are far below state averages in terms of access to technology. *District* serves # low-access schools, with a student: computer ratio of only #:#. Most of the district’s library media centers contain only a small number of older computers, containing software is outdated and lacking in instructional content. Thus, students are largely denied the opportunity to develop a strong foundation in technological literacy and to benefit from the cost-effective interventions, individualized instruction, and collaborations that are available to internet-connected computers.
- **Media Specialist Training and Certification.** An objective measure of professional development needs is the fact that __% of *District* library media specialists have been trained and certified, compared to __% statewide. An average of __% of librarians claim little or only very basic knowledge in the critical literacy areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Further, internal districts surveys indicate a lack of technology training and use of technology in our most at-risk schools.

Summarize Needs

Don’t assume your reader “gets it.” End with a final paragraph that summarizes and explicitly lists your most critical needs. Tie everything else in the grant back to these needs for a tight and convincing grant design.

In summary, each “*Title*” site is in critical need of:

- Up-to-date library media resources that are proven to engage struggling students and improve student achievement in reading;
- Additional internet-connected computers and computer software to help students become familiar and literate with technology;
- Staff development for library media specialists to better align library materials with state standards and district curriculum
- Continue listing needs that will be addressed through this project.

NEED FOR LIBRARY RESOURCES

“*Title*” targets # high poverty, low-performing elementary and middle schools serving # students, representing the highest technology and student achievement needs in the district. Improving Literacy Through School Library funds will be targeted to our highest-need schools.

Several factors influenced our decision to include each of the project sites in our “*Title*” plan:

- **School #1.** With __% of students receiving free and reduced price meals, *School* serves the district’s highest concentration of poor students. Serving a very diverse population also represents a great challenge, as minorities

comprise ___% of the student population, including ___% African-American, ___% Hispanic, and ___% other. While School students have shown an upward trend over the past # years, they have historically scored well below averages on state tests, with ___% of third grade students failing last year. Its school library has no permanent staff member assigned to it, and contains only a small number of out-of-date support materials. A small number of computers are available for student use, but without an internet connection. According to district survey results, School currently has the lowest technology capacity of any school in the district.

- **School #2.** *Continue descriptions. Be creative in identifying school and community conditions. While negative characteristics can justify involvement, highlighting a positive condition may increase the credibility of the school's commitment to succeed if it receives funds through Improving Literacy Through School Libraries. Things like unique community partnerships, new school leadership, or changes in school programs are all conditions that promise to support the success of the school's participation.*

USE OF FUNDS

To maximize student achievement across the curriculum, "Title" focuses on the keystone of academic success—reading. Drawing from the current and critical needs described in the previous section, District has developed multiple expectations for its library media centers. These goals, aligned to the state's K-12 standards for reading, reflect District's rigorous expectations for student improvement.

Media Resources for Struggling Readers. "Title" will provide new books and intervention materials aligned with the district plan for improving student achievement. Specifically, our district plan will target at-risk middle school students with engaging print and multi-media resources carefully selected to integrate with district curriculum.

Research Base: Nearly 28% of adolescents who took the 2003 NAEP reading assessment could not read and comprehend specific factual information, and only about 30% read at a proficient level. The NAEP scores, state mandated tests, and the observations of teachers within our own district point to a similar literacy problem in our own middle school and high schools, where students are reading three to ten years below grade level. The task is daunting because of a lack of materials for this age group to read—engaging materials that are easy to read at a lower reading level.

Motivation. Students who struggle with reading often avoid doing it, which further perpetuates their difficulties with reading (O'Brien & Dillon, 2002). Reading is "viewed by kids as a subject that they are good or not so good at by their completion of the primary grades (Andermann, et al, 2001)". Students who read two or more years below grade level are routinely given texts to read that are far too difficult for them, resulting in feelings of low self-esteem. When students are given engaging reading material, at their appropriate instructional level, and taught to apply reading strategies that

help them gain control of text, they are more likely to feel successful and become motivated to read.

Opportunity for students to choose their own reading materials is critical for motivated, independent reading (Ivey & Broaddus, 2001; Worthy, 1998, 2000). Students' growth in reading ability is enhanced when they have access to books they actually can read (Allington, 2001), and materials at their independent or instructional reading levels (Betts, 1946). Therefore, providing reading materials accessible to struggling adolescent readers in terms of difficulty is critical, as is accommodating their varying reading tastes and interests (Moore et al., 1999, 2000; Worthy, Moorman, & Turner, 1999).

Reading Comprehension. Successful readers use a variety of strategies to understand text (Pearson, Roehler, Dole, & Duffy, 1992; National Reading Panel, 2000; U.S. Department of Education, 2001). Struggling readers either lack a knowledge of these strategies or the ability to use them, not knowing when or how to apply them (Vacca & Vacca, 2002). When struggling readers are taught to read strategically, their comprehension improves (e.g., National Reading Panel, 2000; Pressley, 2000).

Phonics & Vocabulary. Word study, based on phonics, and vocabulary practice allows students to examine the sounds, patterns and meanings that are represented in print and make generalizations from them. In-depth knowledge of word meanings can help student understand what they are hearing or reading, and can help them use words accurately in speaking and writing (National Reading Panel, 2000).

Fluency. Being able to read a text with fluency can be an indication that the reader is comprehending the text (National Reading Panel, 2000); however, many times students need to learn how to attend to the text features in order to best understand and express the author's intended meaning. Oral reading is used as a means to help students become more able silent readers; that is, it teaches them how to attend to text features so that when they are reading silently, they will be able to use the features to better comprehend text.

Materials Selection. To meet the need defined by research, *Reading Advantage* materials, designed by a team of nationally-known university educators and master classroom teachers, has been selected by *District* to be placed in our school libraries as a resource to teachers to help the adolescent population improve their reading and writing skills.

Developed by the Great Source Education Group, a division of Houghton Mifflin, the series provides four levels of multi-media reading materials designed to help struggling students in grades 5-10 become successful, strategic readers. The program provides instruction in critical reading comprehension strategies; develops students' word study skills, including phonics and vocabulary skills; and develops fluency and motivation to read. High-interest magazines and interactive CD-ROMs offer an engaging yet clear and organized design to help students:

- develop essential reading comprehension skills, decoding multiple syllable words, complex syntax, and understanding context clues;
- build reading strategies, background knowledge, and vocabulary;
- strengthen reading fluency and gain experience reading a wide range of non-fiction genres including interviews, news articles, and photo essays;
- transition from guided reading to independent reading;
- become proficient, confident readers who enjoy reading.

Under *“Title”* school library media centers in each middle school and high school in our district will receive a special package of reading materials and teaching support required to help teachers address the needs of their most struggling readers. These resources will include:

- Hundreds of illustrated theme magazines with primarily nonfiction selections written at students’ instructional reading level;
- Collection of paperback trade books for independent reading practice;
- Teacher’s Editions with point-of-use instruction, detailed lesson plans for use by Reading Specialist and Title 1 Instructional Specialists;
- Student Journals and copymaster to support students as they read each selection and practice in comprehension and vocabulary;
- Word Study books for expanded, word-building lessons, and activities;
- Assessment books with placement tests, pretests, and posttests;
- E-Zine network CD-ROMs containing strategy-based activities to build reading, vocabulary, and test-taking skills

Professional Development. Library media specialists receiving *Reading Advantage* materials will receive on-site training on how to use instructional materials in library settings to meet the needs of struggling readers. Training will be provided to through a partnership with the Great Source Education Group to meet the requirements of the Improving Literacy Through School Libraries grant.

Describe professional development activities that will be initiated to train library media specialists, administrators, teachers, and parents in the materials available to motivate and train struggling middle school students.

Evaluation and Assessment. To measure the impact of Reading Advantage multi-media, two types of assessment will be used: placement assessment to help determine students’ appropriate level of instruction; and progress assessment to track students’ growth in each level. The assessment supports responsive teaching by giving teachers multiple assessments and observation checklists to use at different points to evaluate students’ progress and adjust lessons.

Teachers can use a Group Reading Inventory (GRI) and/or an Individual Reading Inventory (IRI) to help place students in the most appropriate level for instruction. Both inventories offer reading passages and comprehension questions geared to each of the four levels (A, B, C, D). Passages are based on the theme and reading difficulty of the magazine article for each level.

To assess students' progress in each level, teachers can use a Mid-Magazine Assessment and a Magazine Test for each magazine (four of each level). Both assessments include reading passages that match the corresponding magazine and multiple-choice questions that measure knowledge of comprehension strategies and vocabulary.

Additional Materials: *Continue listing specific materials and technology that will be used to meet the needs of at-risk older students. Be careful to justify all materials by explaining their research base, and provide a plan for evaluation.*

After School and Summer School: In accordance with district priorities, "Title" will provide resources to open school libraries to after school and summer hours. New materials will be provided to provide support for extended-day instruction, and teachers will be trained in how to expand reading instruction beyond the classroom.

Research Base. The relationship between reading practice and reading achievement is clear (Allington, 2001). Children who are behind in reading (according to their performance on reading tests) can progress, but they need to do so at a faster rate if they are to catch up to their peers (Allington, 2001; Clay, 1991). What's more, struggling readers who take a break from reading during summer vacation risk falling even further behind (Cooper et. Al, 1996).

One of the ways to give children this additional reading time is to provide them with on after school and summer school programs. Studies show that there is a positive relationship between participation in after school programs and academic performance (Munoz, 2002; Posner & Vandell, 1994). In fact, "Studies of students who attend high-quality programs for a significant period of time show improvement in academic performance and social competence, higher scores on achievement tests, lower levels of grade retention, improved behavior in school, increased competence and sense of self as a learner, better work habits, fewer absences from school, better emotional adjustments and relationships with parents, and a greater sense of belonging in the community" (Perkin-Gough, 2003 citing Miller, 1999).

Research has indicated specific criteria for extended-day programs that appear to be necessary to maximize student potential (Fashola, 2002). After reviewing after school programs deemed effective by the measures used to evaluate them, Schwartz (1996) noted that those designed to increase learning had three primary goals:

- to reinforce learning that occurs during the regular school day;
- to provide time and space for quiet study;
- to provide educational enrichment and spark the love of learning.

Selection of Materials. Based on the review of research, District will extend the library media center hours to accommodate after school and summer school programs starting this fall. In addition, "Title" will provide

all district library media centers with full sets of engaging new books, magazines and software that fall into two categories:

A. After School Reading. Each elementary school library will be provided with research-based materials designed to improve reading achievement in grades K-5. Aligned with No Child Left Behind and Reading First, these materials developed by the Great Source Education Group provide a full year of daily, 20-30 minute activities that support children in their reading development, including a) meaningful daily practice in phonological awareness, phonics, vocabulary, fluency and comprehension, b) thought-provoking activities that encourage participation and enjoyment in reading, and c) year-long practice in test-taking skills across a variety of essential reading strands. Each school library will receive the following:

- Six complete *Afterschool Achievers* kits containing resources and materials to create engaging daily lessons for grades K-5;
- Instructor's Guide with instructions, lessons, and assessment;
- Game cards for each grade level to engage and motivate students during after school lessons (30 per grade level kit);
- Hundreds of theme books to extend reading into a variety of content areas including science and social studies;
- Take-home student books to extend learning into the home.

B. Summer Success Reading. Each elementary school library media center will be equipped with summer school program materials based on proven instructional practices in vocabulary, comprehension, and oral language development. Tools are provided to each library to encourage decoding practice and practice understanding text through five types of activities: a) read aloud, b) read and write together, c) read and respond, d) read and explore words, e) assessment. School libraries will receive the following:

- Eight complete Reading Kits including teacher's materials such as weekly lesson planners, implementation instructions, and guidelines for assessing student progress;
- Over a thousand theme magazines containing highly-visual, readable articles in a variety of genres;
- Hundreds of leveled readers to motivate readers;
- Quality literature for building oral language and vocabulary skills;
- Word activity materials including posters and student response books for summer school students.

Professional Development. Library media specialists receiving summer school and after school materials will receive on-site training on how to use them in library settings to meet the needs of struggling readers. Training will be provided by the staff of the Great Source Education Group to meet the requirements of the Improving Literacy Through School Libraries grant.

Describe professional development activities that will be initiated to train library media specialists, administrators, teachers, and parents in after school and summer school materials.

Evaluation and Assessment: Assessment enhances instruction by informing teachers' decisions about what students need to learn and how lessons should be paced. A balance of formal and informal assessment tied to the instructional goals of the program, gives teachers a constant flow of information about how best to instruct students (Bransford, Brown & Cocking, 2000; Stiggins, 1996; Strickland & Strickland, 1998). Teaching students to self-assess has also been shown to improve student achievement and their ability to transfer their knowledge to new learning situations. (Black & William, 1998; Flavell, 1973; Graesser, 1998; Stiggins, 1996)

Afterschool Achievers provides an assessment tip for every lesson related to the lesson concept. Pre- and post-tests are also included to help teachers evaluate the success of their program and to identify each student's areas of weakness. At the end of each section of the pre- and post-tests, a correlation chart is included that links specific test items to activities in the program. Teaching students how to self-assess has also been shown to improve student achievement and their ability to transfer their knowledge to new learning situations (Black & William, 1998; Stiggins, 1996). *Afterschool Achievers* integrates this research by having students self-assess at the end of every lesson.

Summer Success: Reading includes pre- and post-tests to help teachers evaluate the success of their program and to identify students' areas of weakness. Pre- and post-tests, administered one-on-one for each grade level use oral readings to evaluate each student's word identification strategies. Retellings are used to determine the extent to which the student understands and can verbalize important information. Group-administered, multiple choice pre- and post-tests are also available that include text-based literal questions, schema-based inferential questions, vocabulary questions, questions on genre, text structure, and skills and strategy questions that vary depending on the grade level of the student.

Additional Materials: *Continue listing specific materials and technology that will be added to the grant. Be careful to justify all materials by explaining their research base, and provide a plan for evaluation.*

Technology Support for Reading. Each component of our “*Title*” plan is designed to increase reading achievement by fostering access to and familiarity with technology in school library media centers, especially web-based applications. In response to this need, we will implement a model of providing # number of network-connected computers in each of our district library media centers serving approximately # students in the initial project year. These classrooms will serve as model and evaluation sites, so they will eventually impact every K-12 classroom in the district as they help direct a larger infusion of proven technology programs district-wide.

Research Base. Research suggests that technology, when used correctly, can enhance how a child learns by offering opportunities for active engagement in the learning process, cooperative learning, frequent interaction and feedback, and a sense of connection to real-world contexts and applications (Roschelle, Pea, Hoadley, Gordin & Means, 2000). Advantages in the areas of fine motor skills, language and communication, reading readiness skills, mathematical thinking, academic achievement, creativity, critical thinking, problem solving, self-concept, self-confidence, cooperation, motivation, and positive attitudes towards learning have been found (Clements, 1987; 1998; Haugland & Wright, 1997).

Selection of Materials. A cluster of # multimedia computers, networked to a high-speed printer will be installed in each of the library media centers served by the Improving Libraries Through School Libraries grant. Engaging, multimedia, interactive software coordinated to new instructional materials for at-risk readers and extended-day program will be installed to provide individualized instruction and practice in essential literacy and technology skills.

Great Source was selected because of the support their software provides to the process of literacy development. Software can systematically target those skills which research has shown to be critical to reading success, including phonological awareness, automatic letter recognition, phonics and decoding skills, comprehension strategies, and vocabulary development. Interactive multimedia software tailors the daily instructional activities to each child’s unique learning needs, thus promoting equity, especially for students with disabilities and limited English proficiency. The software uses computer technology to fundamentally enhance the way instruction is delivered. It provides new and innovative tools that enable teachers to individualize instruction and accurately analyze student needs.

Professional Development. According to our needs assessment results, school libraries at our targeted sites are in great need of assistance in integrating technology into instruction, and equipping the media center with the latest computers and computer software is the best way to accomplish this. Because “*Title*” will provide high quality educational content that is aligned to national and state standards, it will help teachers incorporate successful standards-based instructional methods that can be implemented as best practices. Workshops will be organized to model how multi-media can be used by classroom teachers to provide support in literacy instruction and fostered better technology integration skills.

Teachers will be taught how to access technology by leveraging the broadband capabilities of school or district local area networks to any connected multimedia computer. Lesson ideas will be shared across grade level teams and throughout the district. Training will focus on specific teaching strategies that will maximize the impact of technology in the classroom.

Further, having this technology available connects schools throughout the district regardless of geographical distances. “*Title*” will allow teachers, administrators, and curriculum teams the ability to share and assign multimedia lessons that have been created specifically to meet district objectives, and monitor how technology is being used in instruction.

We will provide our school library media specialist with comprehensive training on all software being made available to the library. The specialist will also be trained to use appropriate follow-up techniques to assist classroom teachers, and create opportunities for collaboration and idea sharing.

Evaluation and Assessment. Student time using reading software will be logged and measured during the course of the school year. Library media specialists will encourage students in need of additional support or remediation to extend their library time or check out software to use on computers in the home. During the year, teacher and student surveys will be administered to measure the interest and engagement level of students on media center software. At the end of the year, time on task data will be compared with improvements in reading achievement to determine any significant correlation.

Additional Materials: *Continue listing specific materials and technology that will be added to the grant. Be careful to justify all materials by explaining their research base, and provide a plan for evaluation.*

Coordination and Communication. *In this section, describe the plan that your will implement district-wide to create collaboration and information-sharing among library media specialists, teachers, and parents about the new materials now available in the library. Your application will be improved if you find ways to use technology – especially the internet – to share this information. This section is worth 10 points (Application, page 4).*

ACTION PLAN

Action Plan Chart

This chart describes the major activities that you will implement. The sample chart at right describes activities around Great Source products mentioned in this Guide. Customize this chart to include more specific descriptions of your planned activities.

Provide a plan to show how your project will extensively involve school library media specialists, teachers, administrators, and parents. Outline the specific responsibilities that each will be assigned.

| Activity | Person(s) Responsible | Start/Completion Dates |
|---|----------------------------------|--------------------------|
| Purchase and install computers for the school library with software purchased through the grant [Technology Support for Reading Package] | Insert appropriate name/position | Insert appropriate dates |
| Purchase materials for summer school and afterschool programs, including theme books, magazines, games, and software [Summer School Reading and After School Reading Packages] | | |
| Purchase materials to support At-Risk Readers using engaging magazines, paperback books, and multi-media software [Support for At-Risk Readers Package] | | |
| Conduct on-site training sessions for all staff in summer and after school programs and materials | | |
| Train Title 1 teachers and Reading Specialists in new materials for struggling readers, prepare plan to implement library-based programs to supplement standard intervention | | |
| Train library media specialists in software and its alignment to district standards; disseminate information and provide information to teacher staff | | |
| Measure use of new purchased materials, including data from individual student assessments, teacher feedback, and computer usage data | | |
| <i>Continue listing major activities.</i> | | |

Formula Funds

Because LSL funding is typically one year only, it will be important to explain how other categorical funds will be used to sustain library media centers once the term of the grant is complete. (Application, p. 4-5)

COORDINATION WITH OTHER FUNDING

“*Title*” represents a powerful coordination of district, federal, state, community, and LSL grant resources to support project goals. We will use competitive funds in conjunction with formula funds to bring about the long-term outcomes we are seeking. Give a brief but detailed summary of how you will use federal formula funds such as Title 1 or federal competitive funds such as Reading First to support project implementation and monitoring. If applicable, reference plans from your long-range strategic educational technology plan.

EVALUATION OF QUALITY AND IMPACT

How will summative data be collected, results implemented and evaluated? Provide a description of how your district will measure the impact of the Improving Literacy Through School Libraries grant on student achievement, on the quality and availability of materials, and in the training provided to library media specialists.

Some possible measures of success:

- a. Number of schools with open library media centers*
- b. Total number of children with access to library media centers*
- c. Impact of expenditures on at-risk students, or students at risk of reading failure using data from state assessments*
- d. Number of certified library media specialists as a result of the grant*
- e. Total number of books, magazines available to students*
- f. Number of students enrolled in after school, summer school, or other extended day programs*
- g. Student-to-computer ratio in school libraries, or total number of computers in school libraries*

EXPECTED CONTRIBUTIONS, COMMITMENTS, AND RESPONSIBILITIES OF THE APPLICANT AND ANY IDENTIFIED PROJECT PARTNERS

Following an inventory of needs and available community assets, we chose several partners who share our vision for improving the reading achievement and improving the technology available to each of our library media centers. The following list demonstrates the roles to be played by each of our partners, describing the major expectations, key roles, special contributions, and critical responsibilities of each.

Great Source Education Group

This description encompasses all print and technology-based programs distributed by Great Source.

Great Source Education Group. As a division of Houghton Mifflin, and one of the nation's foremost providers of research-based supplemental programs, Great Source will provide thousands of curriculum resources, trade books, magazines, and multi-media software to the school libraries designated by this grant. They will also provide training to support "Title" during the 2004-2005 school year. These trainings will be designed to help teachers better utilize the instructional and assessment tools included in each targeted package. Great Source staff will assist library staff on how to use software to improve reading achievement among struggling students.

Continue listing your project partners, your expectations for them, their key roles, special contributions, and critical responsibilities. Some examples of potential partners include non-profit institutions, charter schools, business partners, regional school district consortium staff, adult literacy service providers, higher education institutions, educational foundations, parents, volunteers, or others (see RFP, p. 2).

Involvement of Partners

Each of our primary partners listed above will be kept apprised of "Title" endeavors on a regular basis. Name of project leader will report to representatives from each partnership # times during the year. During these meetings, they will discuss important project activities, upcoming needs, and current expectations. Further, our "Title" website will describe our project model, document project activities, and report student outcomes so partners can be up-to-date on a daily basis. *Continue to describe how you will communicate with partners and involve them in the implementation of the project.*

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Appendix A

Budget and Budget Narrative

Your Great Source Representative will assist you in developing a budget for your Improving Literacy Through School Libraries project. This budget must be presented in the form of a narrative (a model is presented on page 8 of the Application) and on ED Form 524, Section A.

Appendix B

Resumes of Key Personnel

This section should contain brief resumes (up to 3 pages each) of the Improving Literacy Through School Libraries project directors. Include qualifications relevant to the project described.

Appendix C

Statement of Equitable Access

This is not a federal form, rather a short description of how you will ensure access to school libraries by students, teachers, and others with special needs (see page 9 of the Application for guidance)

Appendix D

Assurances and Certifications

This section includes five (5) federal forms required by the application. See page 10 of the application for more details.