

INTRODUCTION



Program: *iLit*

Grades: 4-10

Curriculum: a core adolescent literacy intervention designed for mobile devices with game-like interfaces, a real-time individualized study plan, and an e-library of appropriately leveled high-interest books.

iLit is available in several different versions, depending on your implementation needs. Work with your Account General Manager to determine which is the right fit for your project.

This sample narrative is meant to assist you as you prepare a customized grant application. Remember that this sample narrative addresses areas common to most grant applications in which descriptions of the Pearson curriculum would be necessary. You should refer to the Request for Proposal (RFP) pertaining to the grant you are writing for all requirements and deadlines; you may need to include more or less information than what is modeled here. The key to using this narrative is *customization*: use the sample as a guide, not a final product. There are unlimited ways to describe your project vision and expected outcomes—customize to help your reviewer see what your unique project entails.



Pearson Grant Writing Guide

Visit www.fundingforschools.com to view our interactive grant-writing training.

For further tips and hints on how to respond to a grant RFP, please see the Pearson Grant Writing Guide. The guide stands as a companion to this sample narrative; this narrative refers to specific page numbers in the Writing Guide, which you can turn to for more detailed information. You can request the Writing Guide by emailing GrantExperts@Pearson.com.

Can I copy directly from the sample narrative? You may use short sections as needed. However, your project has the best chance of being funded if it is customized to your district's unique needs. *Use the sample narrative as a resource, not a final product.* As you use the sample narrative, revise it to reflect your unique needs, project goals, and coordinating programs. Refer to tips and hints in this document and the Writing Guide for ideas on how to customize your grant application.

What are the callout boxes for? Callout boxes throughout the document will provide further guidance and suggestions. Be sure to read the callout boxes, as they will refer to page numbers in the Writing Guide, provide online resources you may wish to refer to, and give tips or additional instructions for further customization.

What does underlined, italicized text signify? Underlined, italicized text throughout the document serves as a placeholder and shows generalized text. This generalized text reflects the need to customize your narrative: elaborate on these areas and be sure to customize as much as possible.

What does *italicized text* signify? Italicized text is used according to standard conventions; names of Pearson solutions and research references appear in italics. Italics may also be used for emphasis.

What if I need additional guidance? Contact your Pearson Account General Manager if you have any additional questions about the Pearson solution or grant-specific questions.

NEEDS ASSESSMENT



Take a closer look: The needs statement

The needs statement serves as your introduction to your school or district, your students and teachers, and the grant project you are proposing. The needs statement below models best practices; you must customize your statement to highlight the unique characteristics of your district, schools, students, and staff. Emphasize needs that make your school stand out and that justify your proposed grant project. See pp. 10–11 of the Writing Guide for further tips on composing your needs statement.



Brainstorm before you write:

- Why is your school or district more in need of funding than other applicants?
- Which schools or students will be participating in project activities? Why did you choose them over other schools or students?
- If you were explaining to a teacher from another district what challenges your students face, what would your top five challenges be?
- What risk factors affect your students as they enter your school or district?
- What obstacles do teachers face in addressing those risk factors?
- What would a high achieving school look like? How do your schools compare?

Planning Committee. Using a planning committee shows stakeholder involvement. See pp. 5–7 of the Writing Guide for tips on using a committee.

In planning *Title, District* conducted a thorough needs assessment, gathering and analyzing data and results relative to student achievement, demographic statistics, staff development surveys, existing instructional programs and materials, and community involvement. The planning committee, consisting of the district superintendent, principals, teachers, parents, and *list members as appropriate*, also reviewed *District’s* Title I improvement plans to identify needs, strengths that can be leveraged, and achievement goals and objectives.

Formatting tip. This document provides sample responses for typical grant sections.

But when writing *your* response, use the RFP requirements or scoring rubric as your grant outline. Your headings should correspond to each of the RFP’s requirements.

DISTRICT OVERVIEW

District serves an at-risk student population in __ schools, including __ elementary, __ middle, and __ high schools. Of these schools, __ schools have been identified as “Focus” or “Priority” schools. *District* recognizes that this achievement trend must be reversed and has drafted this intervention plan in response. Chosen based on test scores, demographic information, and *list other inclusion rationale as appropriate*, *number* schools will be targeted for participation in this program. The table below provides specific information for each participating school and rationale for inclusion in this project.



Tables and Charts. Including a table serves several purposes: it puts the need in context by contrasting school data to district and state data, it provides at-a-glance information, and it saves space. Modify the table by adding different categories, rows, and columns as necessary.

Writing Guide Support. See pp. 8–9 of the Writing Guide for websites that provide state and national data.

Table 1: School Information

Demographic Information	State Average	District Average	School 1	School 2
Free/Reduced Lunch				
Minority				

Demographic Information	State Average	District Average	School 1	School 2
Students with Disabilities				
English Language Learners				
Achievement Information				
Title I Status				
Focus/Priority Status				
Level of Achievement in Literacy				
% of students below proficiency on the 2013 <i>literacy test</i>				

Academic needs

Dropout prevention.

This sample narrative models a response for a grant focused on dropout prevention.

If your grant has a different focus (for example ELL), be sure to emphasize those demographics and research citations in your needs assessment.

State your case.

This sample needs assessment contains several strong research citations to help you state your case for why your district needs increased access to technology for struggling readers.

Customize your needs assessment to focus on the specific grade levels your project will serve.

Research Sources.

Use research to add credibility to your project design. See the Works Cited list at the end of this sample narrative for suggested research documents. In addition, see p. 9 of the Writing Guide for websites that can help you jumpstart your research.

According to Kennelly and Monrad, more students fail ninth grade than any other grade. Ninth grade is a crucial year for predicting students at risk for dropping out (Heppen & Therriault, 2008). This is true in *District*, where the ninth grade dropout rate is ____%. Recent academic performance among our ninth and tenth graders in literacy is especially troubling. On the *year Name of Assessment*, ____% of ninth and tenth graders scored well below state averages in literacy. *Percent* of these students are unable to read and comprehend grade-level material. Research shows that adolescents’ basic level literacy is insufficient in today’s world where complex reading and writing tasks are required for jobs in the 21st century (Kamil, Borman, Dole, Kral, Salinger, and Torgesen, 2008). According to the U.S Department of Health and Human Services, “Approximately 50 percent of the nation’s unemployed youth age 16-21 are functional illiterate, with virtually no prospects of obtaining good jobs” (2007). With ____% students living in poverty and ____% limited English proficient students, *Name of District* serves an at-risk population of students who face many barriers to future success.

In a survey of high school dropouts, Bridgeland et al. determined that high school dropouts cited lack of preparation prior to high school, poor grades, too many missed days, or the need to repeat one or more grade levels as reasons why they dropped out. However, the number one reason cited by nearly half of those surveyed was that classes were not interesting (2006). Reflective of this research, it has been difficult to motivate and engage our students who struggle with reading. *District* teachers concur that literacy is one of the hardest content areas for achieving student engagement. Parents also consistently report challenges when encouraging their children to practice reading skills at home. Largely due to cuts in textbook funding, *District* teachers currently provide additional reading practice to students using photocopied pages from the textbook, both for in-class work and homework. Yet we see little improvement in student achievement since students dread the “drill-and-kill” homework.

Technology needs

Over a decade ago, Prensky illustrated how today’s “digital natives” grow up in a technology-saturated world: “Today’s average college grads have spent less than 5,000 hours of their lives reading, but over 10,000 hours playing video games (not to mention 20,000 hours watching TV). Computer games, email, the Internet, cell phones and instant messaging are integral parts of their lives.” He indicates that ubiquitous use of

technology has actually caused students to develop different thinking patterns: students literally “think and process information in a different way” than their teachers (2001). Today the variety of technology applications has only increased: digital natives will continue to communicate, work, and play through technology. It is therefore necessary that effective education for these students will also incorporate technology.

District agrees with research that claims, “Today’s education system faces irrelevance unless we bridge the gap between how students live and how they learn” (Partnership for 21st Century Skills, 2003). Technological literacy is a key skill that students must master. While today’s world abounds with a variety of digital tools, from smart phones to laptops and tablets, from gaming devices to streaming video and instructional websites, K–12 education has been slow to adopt dynamic digital instruction. The 20th century version of instruction, which too-often looks like “teach the paper textbook, test the students at a fixed point in time, and move on,” cannot reach each of today’s individual learners. “There also remains a profound disconnect between the learning that happens in school and that which takes place out of school” (The Digital Textbook Collaborative, 2012). Digital learning can bridge not only the gap between home and school, but the learning gap between high- and low-achieving students.

Unfortunately, for *District* students, this type of learning is far from our current reality. A student survey conducted in *date* aligns with this research, indicating that only ___% of students have a computer in the home. The number of students with home Internet access is even lower, at ___%. In addition to inadequate access at home, our Fall 2013 Hardware Survey indicates that *District* has a student:computer ratio of only __:__. In addition, each student only spends an average of ___ minutes per week in the computer lab, and ___% of available computers are ___ years or older. With just ___% of classrooms equipped with technology, our students do not have adequate access to technology and are therefore largely denied the opportunity to benefit from the cost-effective interventions, individualized instruction, formative assessments and best teaching practices available through proven educational technology programs.

Technology. When requesting funding for a technology based intervention, it’s a good idea to discuss how the technology can add value to your project. Help the reviewer see that the technology not only increases student achievement, but is easy to use and helps students learn key skills for today’s technology saturated world.

Customize. Use this sample narrative as a model, but be sure that your application reflects your unique needs and situation.

SUMMARY OF NEEDS

While each participating school is unique, several overall trends emerged as priority needs and represent the structure, rationale, and focus of *Title*. This project will impact the needs described below.

- **Need for academic improvement.** Assessment data from Spring 2013 indicates that reading must remain our primary focus. Test scores from targeted schools are ___% below the district average and ___% below the state average. To help students increase their academic achievement, our teachers need access to age-appropriate, research-based literacy materials.
- **Need for technology integration.** With inadequate access to technology at home and at school, our students are largely denied the opportunity to develop a strong foundation in technological literacy and to benefit from the individualized instruction available through proven educational technology programs. In addition, we often lack technology-based materials to reach the needs of all students, especially considering the differences in learning styles, languages, and experience.
- **Need for intensive professional development.** Professional development geared toward research-based literacy strategies, particularly those using technology, has been

addressed but only at the beginning of the school year due to budget cuts. In a teacher self-assessment of knowledge of and confidence in effectively integrating instructional technology into classroom instruction, ___% of teachers claim little to only very basic knowledge in this area. The staff survey indicated that the majority of our teachers requested training in using technology to support reading instruction.

In response to these statistics, *District's* superintendent, *name of superintendent*, is focused on improving education in literacy. This project, *Title*, will serve as a catalyst for innovation and change in *District*, improving academic achievement in literacy for students in grades ___ through effective and engaging instruction.

GOALS AND OBJECTIVES

Customize. Use the stated goals and objectives as examples; create your own goals and objectives that lay the groundwork for your project implementation. See pp. 11–12 of the Writing Guide for more tips on creating goals and objectives.



Brainstorm before you write:

- What goals for student achievement are listed in your school or district improvement plans?
- What results would you like to see for your students?
- What kind of results has the chosen curriculum or training had with other students?
- What kinds of improvement have other interventions or curriculum changes brought about in your school or district?

Title will address the needs identified above and drive improvement by creating a foundation of prevention and intervention throughout *District* schools. *Title's* goals and objectives, outlined in Table 3, will provide the focus for our teachers and administrators as they work to improve reading and math achievement.

Table 2: Program Goals and Objectives

<i>Title</i> Goals	Objectives
Goal 1: Improve ___ grade reading performance through proven-effective, intensive literacy instruction.	By June <i>year</i> , ___ % of students in the ___ grade will score at or above <i>required score or level</i> on the state reading exam.
Goal 2: Decrease the ninth grade dropout rate	By June <i>year</i> , the 9 th grade dropout rate will decrease by ___% compared to <i>year</i> .
Goal 3: Increase student access to technology to build 21st century skills.	Beginning in <i>month</i> , all students in <i>grades</i> will use technology for ___ minutes each day to improve reading and writing skills.

PROJECT DESIGN



Brainstorm before you write:

- What curriculum or training will the grant funding provide? How do these programs align to current curriculum or interventions?
- What will “a day in the life of” your grant project look like? What will students, teachers, and other stakeholders be doing? When? Why?
- Imagine telling another educator about the project you are proposing. What are the highlights you would want them to know?
- Why do you believe the project activities will meet your students’ needs?



Describe Your Entire Project. This sample narrative models a project that includes an *iLit* implementation paired with professional development. If your project will include other elements, be sure to include them in your customized project description. In addition, be sure to give each project component sufficient attention: the narrative modeled here may be too detailed and would need to be shortened in order to allow space to describe other components.

Follow the grant application. This sample narrative provides examples of sections that commonly appear in grant applications.

Be sure to format your response according to the requirements found in your grant application or scoring rubric. Then use pieces of this sample narrative where appropriate.

In reviewing instructional materials for *Title*, the planning committee used our needs assessment to identify five main requirements for selecting a literacy intervention program for our students in grades ____:

1. Must support reading instruction based on research and align to Common Core standards
2. Must be technology-based
3. Must provide assessment-driven instruction
4. Must provide high-quality professional development
5. Must be designed for highly specific instruction with whole group, small groups, and individuals

District found that *iLit* met all five requirements, as discussed below.

1. RESEARCH-BASE AND ALIGNMENT TO COMMON CORE

iLit was designed using the proven instructional model and strong research found in *America’s Choice Ramp Up to Literacy* program and has been updated by a renowned authorship team including Kelly Gallagher, Sharon Vaughn, Sharrocky Hollie, William Brazos, and Roger Bonair-Agard. *iLit* is a core intervention program, aligned to Name of State standards, for students reading two to four years below grade level with the goal of increasing students’ reading ability by up to two grades in one school year. Using a “workshop approach” that provides highly guided and modeled instruction by teachers before gradually releasing responsibility to students, the program will help our struggling readers demonstrate understanding through performance tasks and build their communication skills as called for in the common core standards.

iLit is aligned with the structure of the Common Core State Standards by providing multiple opportunities for gradually more complex texts, while still supporting the needs and placement of striving readers, not able to perform in on-level instruction. The program integrates all elements of language arts instruction, strengthening students’

***iLit*.** This section provides the main description of *iLit*.

comprehension and 21st century skills and nurturing their critical thinking abilities through modeling, differentiated instruction, ongoing integrated assessments, and personalized reading and writing support.

2. TECHNOLOGY-BASED

Mobile Devices. iLit can operate on any Internet-connected device. Typical iLit grants budget for a teacher tablet, student tablets, and a projector.

Title will outfit # of our classrooms with a tablet for each student. *iLit* is designed for mobile tablets with game-like interfaces, a real-time individualized study plan, and an e-library of appropriately leveled high-interest books. In this manner, *Title* will not only improve reading instruction for *District* students, it will prepare them with 21st century skills. When developing an adolescent literacy program for struggling readers, researchers recommend that the reading instruction be not only significantly more powerful than students have received in the past, but also more engaging and supportive. The Digital Textbook Collaborative cites studies from the U.S. Department of Education and the National Training and Simulation Association that show “technology based instruction can reduce the time students take to reach a learning objective by 30 to 80 percent” and that, “on average, students in online learning conditions performed better than those receiving face-to-face instruction” (2012).

Our 2015 *name of student survey* found that ___% of *District* students are more engaged in learning when technology is part of their learning environment. In fact, one student said, “*quote(s) regarding engagement through technology.*” In addition, test scores show that students in classrooms taught by teachers who reported feeling comfortable using educational technology in a teacher self-assessment scored higher than those students who were taught by teachers who reported they did not feel equipped to use educational technology. With appropriate professional development, teachers can use technology in the classroom to help engage students. Students can learn in a technology environment that mimics their everyday lives.

“Tablets, smartphones, and mobile apps have become too capable, too ubiquitous, and too useful to ignore.”

- *NMC 2013 Horizon Report*

Formatting Tip. Some grant-writers like to use call-out boxes as modeled here to highlight key quotes or program strategies.

Describe Your Entire Project. Be sure your narrative describes every project component for which you will request funds. If you will be requesting funds for hardware or other infrastructure, be sure your reviewer understands why those requests are essential to the project.

Hardware/Infrastructure Support. As discussed in the needs assessment, a full implementation of this digital intervention will require upgraded hardware. The original investment in *Title* will put in place a technology infrastructure which can be maintained indefinitely with only minimal ongoing costs for technical assistance, teacher training, and hardware updates. Proponents of digital education find that after the initial outlay, “digital learning and technology can also provide more efficient use of human and fiscal resources, increase the productivity of teachers and administrators, and, most importantly, create conditions that raise student academic outcomes” (Schwartzbeck & Wolf, 2012).

Describe what additional hardware/infrastructure changes will be made to set the stage for your budget request.

3. PROVIDES ASSESSMENT-DRIVEN INSTRUCTION

The planning committee selected this program to provide teachers instant access to scaffolded teaching support, automatic scoring of student work, and all data needed to drive instruction, allowing teachers more time to focus on students’ individual needs and interests. Student reports, drawn from both formal and informal (built-in conferencing)

assessments, are quite extensive and are based on skills and reading level. This data will be used to monitor student achievement levels according to state standards. The information from these assessments will help to tailor instruction, monitor student progress, document student growth, and alter small group placement as necessary.

GRADE. This section describes the embedded diagnostic and summative assessment within *iLit* called GRADE.

Diagnostic and Summative assessments. *iLit* uses GRADE (Group Reading Assessment and Diagnostic Evaluation) as both an independent measurement of reading growth and a diagnostic assessment. GRADE received the National Center on Response to Intervention's highest possible reliability rating and is norm-referenced. *Title* students will take the assessment three times a year to determine each student's reading level, identify their strengths and weaknesses, and measure their reading growth.

iLit ELL. TELL is found within iLit ELL. If your project will serve a high ELL population, ask your Account General Manager for additional information.

Assessment for English language learners. *iLit* uses the Test of English Language Learning (TELL) to place EL students and monitor language proficiency growth. The assessment is integrated in the *iLit* interact, so our teachers will have quick access to English Learner's scoring on four foundational skills; reading, writing, listening, and speaking as well as six sub-skills; pronunciation, fluency, grammar, vocabulary, spelling, and pre-literacy. This regular progress monitoring will help *Title* observe EL needs and proficiency growth to guide instructional decisions in a timely and reliable manner.

Writing assessment. In a *year* survey of *District* teachers, ___% reported that time required to grade writing was a major obstacle. While teachers would like to increase the amount of writing instruction students receive, they indicated that they could not keep up with the time required to provide feedback on more essays and written responses. On average, teachers already spend ___ hours, or ___% of their time each week evaluating writing. In order to increase the amount of writing practice for students, *District* must provide innovative ways to streamline the evaluation process.

Writing. This section describes the embedded writing assessment within *iLit*.

The selected intervention program features electronic essay scoring capability and online tutorials to essay feedback. All targeted students will use the program to submit ___ written essays weekly. The writing tasks are focused on the three modes outlined by the Common Core State Standards: Argumentative, Informative, and Narrative. Upon submitting a paragraph or essay in the online evaluation scorer, students will receive immediate feedback to be used in revising their essays. This feedback can be combined with teacher feedback on these or other essays to guide students in becoming better writers. The *America's Digital Schools* report indicates that students are more interested in their achievement results when they see the feedback immediately, instead of having to wait days for a grade (Greaves & Hayes, 2009).

Professional Learning Communities. A great way to show your staff commitment is to schedule regular teacher meetings, or professional learning communities. This can be discussed as part of your professional development and as a way to use data to inform instruction, as modeled here.

Use of Data

The use of data and data analysis to inform all decision making across our sites is a critical component of *Title*. Teachers will use the program's Performance Dashboard to quickly see snapshots of the class's overall performance or drill down to see which skills an individual student has yet to master. This will allow teachers to accurately monitor student growth and adapt instruction to increase student achievement. Teachers will review reports at least once a week using student data to inform lesson plans, and will bring printed reports to monthly grade-level professional learning community meetings. In these team meetings, teachers will work together to determine which strategies will best meet the needs of each class, as identified in the reports. Administrators will access reports at least once a month, and will attend grade-level planning meetings to help guide interventions for students and classes struggling with specific concepts. *Revise to explain how your*

project will use the student data and how often. Provide specific details to show reviewers your team has carefully thought through the details.

4. PROVIDES HIGH-QUALITY PROFESSIONAL DEVELOPMENT

Writing Tip. Some grant applications have a separate section for Professional Development.

Be sure to format your response according to the requirements found in your grant application or scoring rubric. Then use pieces of this sample narrative where appropriate.

The planning committee worked with Pearson’s professional service organization to design an ongoing staff development plan to successfully implement the chosen intervention at all targeted schools. The educational consultants will train faculty members who will be responsible for implementing this project, including a project manager, who will be chosen to oversee all strategies associated with *Title*, including training activities. Research informs us that the most important element of staff development is to take into account various learning styles and needs by offering teachers opportunities “to explore, reflect, collaborate with peers, work on authentic learning tasks and engage in hands-on, active learning” (Ringstaff & Kelley, 2002).

The results of multiple staff surveys and needs assessments have provided *District* specific data with which to analyze our staff’s strengths and weaknesses in their knowledge of scientifically based research and training and education levels. These results clearly establish ongoing professional development to improve teachers’ knowledge of and comfort with implementing strategies for teaching through technology as one of *District’s* most pressing needs.

iLit TRAINING

One of the features our planning committee valued most when exploring *iLit* was that it is easy to implement. All of the hardware, software, instructional aids, texts, materials, and professional development are included with the program. Both embedded and on-site professional development opportunities will be provided year-round for teachers. Three layers of support and development include embedded teacher development, program orientation, and in-depth offerings.

Every teacher will have access to on-demand embedded professional development at the point-of-use during planning and instructional times through the *iLit* teacher interface, Teacher TabLit. Videos include messages from the program authors and model classroom strategies. Additionally, every lesson includes professional development tips and best practices for differentiation, engaging adolescent readers, and other topical suggestions.

Teaching to fidelity is key to efficacy. In order to see the desired results, our teachers will need to understand the research-proven instructional model, be comfortable with the classroom technology, and be able to apply appropriate strategies and classroom management. Teachers and administrators will first receive a half-day orientation session with a certified Curriculum Specialist. In addition to the initial overview, a full-day program follow-up will take place once teachers have starting using the program. In addition, Pearson will offer relevant professional development throughout the year, including Teaching with the Tablet and Best Strategies for Engaging Adolescent Readers.

Writing Tip. Visit the Doing What Works website for additional strategies:

<http://dww.ed.gov/>.

This sample narrative provides some ideas, but be sure to customize it to describe your unique needs and implementation plans.

iLit. *iLit* is available in several implementation versions including *iLit90*, *iLit45* and *iLitELL*. Work with your Account General Manager to determine which is the right selection for your needs.

5. DESIGNED FOR HIGHLY SPECIFIC INSTRUCTION WITH WHOLE GROUP, SMALL GROUPS, AND INDIVIDUALS

iLit is built around a 90-minute daily instructional model, which includes independent, whole group, and small group/workshop components, as well as teacher modeling and guided practice.

When introducing new concepts, *iLit* will give teachers the tools to provide modeling and demonstration, guiding and scaffolding practice, independent practice, and meaningful feedback. By offering this type of explicit instruction in literacy, our students will experience more meaningful learning. To develop a more intentional framework for explicit instruction, *District* will use the following guidelines and strategies from the *Doing What Works* website:

Adolescent learners

- *Provide explicit vocabulary instruction and strategies to help students become independent vocabulary learners.* Teachers should provide explicit vocabulary instruction both as part of reading and language arts classes and as part of content area classes such as science and social studies.
- *Provide direct and explicit comprehension strategy instruction.* Students can improve their comprehension through the use of specific comprehension strategies such as questioning and summarizing. Content area teachers can provide direct instruction in comprehension strategies by encouraging active participation with text, as well as opportunities for both guided and independent practice.
- *Provide opportunities for extended text discussion and student engagement.* An important way to improve students' reading comprehension is to engage them in high-quality text discussions in pairs or groups.

In accordance with this research, *iLit* follows this effective format:

Time to Read. Each day will begin with self-selected reading. Every student will have access to an appropriately leveled library from which to choose books of interest, at actual reading level, or suggested by other classmates. During Time to Read, teachers will circulate to a number of students each day to complete an informal reading comprehension conference. The system will suggest students for the teacher to meet with to help manage getting to every student at least once per week during Time to Read.

Vocabulary. Each new vocabulary lesson will begin with a class poll to determine students' background knowledge of the new words. Teachers will push the poll out to the student tablets when ready. Students will select a response and send back to the teacher tablet, where the results can then be displayed to the whole class via LCD projector connected to the teacher tablet.

Read Aloud, Think Aloud is an on-level text, either fiction or non-fiction, that the entire class will read together with guided reading support from teachers. Here, when teachers project the text for the lesson instruction, the pages will be projected onto the big screen and onto each student's tablet screen, so that every student will be at the same place at the same time. Embedded tips will provide point-of-use professional development for teachers. As teachers read with and model for students, embedded reading checks and strategy modeling will appear for teachers to guide the reading instructional moment.

Writing Tip. This information is likely more detail than needed for most grant applications. But we've included it in case you need to describe a typical lesson.

Classroom Conversation. During classroom conversation, students will have an opportunity to explore the daily Read Aloud, Think Aloud selected text in a think-pair-share setting. Teachers may display the daily prompts to the big screen.

Whole Group Instruction will be the teacher’s opportunity to explicitly teach the reading skills and strategies that are the focus during Read Aloud, Think Aloud. Teachers will teach, model, and release responsibility to the students for practice.

Work Time. During Work Time, students will be engaged in a variety of activities simultaneously. Teachers will be easily able to monitor and manage the various activities through the teacher dashboard. One small group per day will receive intensive instruction from the teacher. The system uses real-time classroom data such as assessment results, practice results, progress to goals, and student problem areas to suggest a group each day. This way, students of similar needs will be grouped together, helping teachers manage that brief instructional time. While these students are in their small group instruction, others will be working from their to-do list and personalized study plans. While the system suggests grouping based on level, needs or problem areas, the teacher will have the option to swap out group members from the teacher dashboard.

Wrap Up will provide closure to the lesson and gives the teacher an opportunity to assign practice homework.

PROJECT TIMELINE

Title will implement a full year of strategies and activities, all of which will support the achievement of the project objectives outlined previously. This action plan is presented below, listing the strategies and activities to be implemented, the position responsible for each activity, and the implementation timeline.



Take a closer look: Timelines

A timeline is an easy way to help your reviewer understand what the grant implementation will look like. It also shows the reviewer your thorough planning, as it shows you have thought through how and when activities will take place. This table is an example of one way to create a timeline.

Modify this table to include your customized project activities and a realistic timeline. Make sure the activities identified are discussed in detail in the project narrative and are also reflected in the project evaluation section.

Table 3: Timeline

Project Activities	Position Responsible	Other Staff Required	Date to be completed
Order and inventory ## tablets and ## <i>iLit</i> licenses.			
Select a model classroom for technology integration project.			
Pearson educational consultants will train faculty members who will be responsible for implementing this project, including a project manager who will be chosen to oversee all project strategies, including professional development activities.			
Half-day orientation meeting for all project personnel, principal, librarian, and teachers to understand the research-proven <i>iLit</i> instructional model, be comfortable with the classroom technology, and be able to apply appropriate strategies and classroom management			
Update school website to disseminate information about model classrooms that integrate technology to teach reading.			
Initial orientation to all students and teachers on the appropriate use, care, and maintenance of tablets within the program.			
Implement 90-minute technology-based core intervention program daily using classroom mobile devices. Include independent, whole group, and small group/workshop components, as well as teacher modeling and guided practice.			
Implementation review meetings with project manager and principal			
On-demand embedded professional development for teachers during planning and instructional times through the <i>iLit</i> teacher interface			
School IT staff will maintain and troubleshoot hardware			
Develop school website to disseminate information, documents the project activities, and reports the outcomes.			
Generate class reports that reflect ongoing student progress.			
Principal walk-throughs to observe teachers' implementation of the project			
Full-day program follow-up to review implementation progress, teacher concerns, and technology needs			
Discuss best practices in mobile devices implementation during monthly teacher study groups			
Provide coaching/modeling of integrating technology during a lesson			
Quarterly professional development from Pearson on topics such as "Teaching with the Tablet" and "Best Strategies for Engaging Adolescent Readers"			

Project Activities	Position Responsible	Other Staff Required	Date to be completed
Monitor program effectiveness through observations, administrator interviews and surveys, progress reports, and student outcomes.			
Conduct year-end inventory of tablets, licenses, and other equipment to determine if resupply is needed following year.			
Conduct year-end summative and formative evaluation to determine project effectiveness and plan for following year.			
<i>Continue to add project activities.</i>			

PROJECT MANAGEMENT



Writing Tip. Describing the leadership who will oversee the grant reassures the reviewer that you are capable of implementing the project you have described. Discuss the leadership experience/qualifications of program personnel by including:

- Past success with implementing large projects
- Experience in bringing together different entities to work toward a common goal
- Ability to build capacity for sustained improvement
- Certifications and endorsements or relevant training
- Supervisory responsibilities
- Ability to direct a project grounded in scientifically based research

GRANT PROJECT MANAGER QUALIFICATIONS

Title will be supervised by a project manager who is experienced in reform initiatives. *Name of person* will be directly responsible for coordinating *Title*. Describe evidence that supports the project manager's knowledge of project management, such as any certifications, special trainings, experience, etc. If attachments are allowed, you may wish to include a resume or curriculum vitae.

GRANT PERSONNEL QUALIFICATIONS

The project manager will be supported by the implementation team, comprised of planning committee members who will continue to oversee the project. In addition, describe additional grant personnel, such as a technology coordinator, reading or math coaches or specialists, staff, etc. Include evidence of their qualifications. *Title* brings together number of the most qualified and dedicated individuals in the learning community to serve as our core staff. Evidence of their qualifications includes:

- Certifications and endorsements, including degrees
- Certifications and endorsements currently being worked on
- Amount and nature of professional experience
- Relevant training
- Number of years teaching at targeted sites
- Project roles and responsibilities
- Percent of time that will be devoted to project duties

Capacity. *Describe factors that illustrate your district’s capacity to effectively implement a project such as this, including aspects of your literacy, math, or technology plan and use of data-informed planning to develop your proposal. This is where you can build your credibility. Has your district previously been awarded another grant, participated in pilot programs, or received any awards or recognition?*

Implementation monitoring. Administrators will convene monthly with the project manager to confirm they are adhering to the timeline and objectives of the *Title* and operating within budget while making adequate achievement progress. Should a site not appear to be on track in any of these areas, the implementation team will develop a plan to address any obstacles identified at the site. *Give specific examples of interventions you might use, such as coaching at struggling sites, principal observations, additional professional development, partnering staff with teachers from successful sites, etc.* Struggling sites will be required to submit weekly progress reports and participate in bi-weekly meetings and site visits from the project manager until the implementation team feels the site is on track to meeting the goals of *Title*.

Commitment to project. The *Title* planning committee assessed each school’s capacity and commitment to implement change. Teachers and administrators were required to sign a form indicating their support of the grant project goals for their grade level(s) and commit to achieve the goals, including implementing technology and attending all professional learning community meetings and scheduled professional development. *Include as attachment if the application allows.*

The superintendent, *name of superintendent*, is in full support of *Title*. To demonstrate her commitment, she has allocated \$__ of local funds to purchase new hardware that will be necessary to support the intervention programs selected for *Title* and has signed a letter of commitment. *Add to this to reflect your district’s letter of commitment and/or resources that could be coordinated to demonstrate district support. Include significant details from other letters of support submitted by other stakeholders, such as community partners, etc.*

All organizations participating in *Title* will enter into a memorandum of understanding (MOU) outlining the specific services and resources that will be provided by and to each partner agency. The MOU will be signed within 90 days of the grant award and will include the participating schools, the professional development provider, and the selected curriculum providers. *List additional partners as needed.*

Communications. *Describe your project communications plan. How will your project be coordinated across multiple sites? This is a good section to demonstrate to reviewers that your district has thought through the actual project implementation. Consider including a table like the one below to summarize major communication strategies.*

Table 4: Communication Coordination

Communication strategy	Responsible Party
Coordinate purchase order requests and receive monthly expense tracking	<i>Title</i> project manager and business office
Hold bi-monthly meetings to report on the program’s implementation and needs to be addressed.	<i>Title</i> project manager and Superintendent
Monthly meetings to discuss issues and concerns related to successful program implementation	<i>Title</i> project manager, <i>Title</i> principals
Conduct bi-monthly meetings with professional development providers to discuss staff progress toward goals, provide feedback from sessions, and adjust and/or revise upcoming trainings.	<i>Title</i> project manager, professional development provider(s)
Bi-weekly postings will be made by stakeholders to an online community to access content, collaborate, share resources, monitor implementation checkpoints, disseminate information, and provide support.	<i>Title</i> project manager, <i>Title</i> principals, professional development provider(s), <i>Title</i> teachers and staff

Communication strategy	Responsible Party
Maintain <i>Title</i> website to disseminate information, document the project activities, and report the outcomes.	<i>Title</i> project manager
Hold monthly faculty study groups to discuss <i>Title</i> implementation, issues, and concerns.	<i>Title</i> teachers and staff
Coordinate information gathering for external evaluator	<i>Title</i> project manager
<i>Continue describing your internal communication plan.</i>	

PROGRAM CONTINUATION

An important element of this project is building local capacity to not only implement *Title*, but to sustain it beyond the grant duration. *Title* will drive long-term, systemic improvement by creating a foundation in *District* schools that will support and sustain improvement now and in the future. This project represents a powerful coordination of district, federal, state, community, and school resources to support our project goals. As evidence of its commitment to implementing, sustaining, and expanding this project, *District* has committed \$____ in Title I and School Improvement Funds (*list all coordinating funds*) to support this plan. *Continue to describe how your district plans to continue this project after the grant is over.*

PROJECT EVALUATION



Take a closer look: Evaluation

Your RFP may have guidelines and requirements for what evaluations you must include. Some grants require applicants to hire an outside evaluator to plan and implement the evaluation. Be sure to follow all guidelines stated in the RFP.

If no guidelines are given, discuss the ongoing and outcome evaluation you will plan. If your district has an Assessment Coordinator, he or she could be very helpful in drafting a response for this section. Discuss both standardized tests and other measures you will use. See pp. 17–18 of the Writing Guide for more tips on writing an evaluation section.



Brainstorm before you write:

To make it easier to design an evaluation plan, think of what data you will need to answer the following questions at the end of your project:

- To what extent were the activities of the project implemented as planned?
- How effective were the activities of the project in achieving the goals and objectives of the project?
- What is the impact on the project participants?
- To what extent were performance targets met?

Because *Title* is designed to drive a long-term effort of academic reform and improvement, evaluation is a critical component of its successful implementation. While *District* will continue to comply completely with state accountability requirements and reports, *Title's* evaluation is primarily designed to support the ongoing implementation, improvement, and expansion of this project. Both qualitative and quantitative data will be analyzed, and used as part of an ongoing improvement effort. Multiple sources of data will be used to analyze student learning gaps, including standardized tests, curriculum-embedded assessments, activity logs, teacher surveys, portfolios, and student self-reports.

Name of person will fulfill a critical role as the evaluator in *Title's* implementation. *Describe background and qualifications.*

ONGOING EVALUATION

Title's project manager will oversee our progress in meeting the Title goals through classroom observations, surveys and interviews, data analysis meetings, progress reports, and student outcome data. Described below are the various ways data will be used to inform decisions and improve our implementation.

Analyzing data. As described above, ongoing data analysis to guide instruction will be a key component of Title. Teachers will use reports from the digital intervention to determine skills and concepts that require further instruction for individual students or the whole class. Also described in the professional development section above, personnel will receive training through Title in how to accurately interpret data and utilize data to inform instructional decisions for each child. Our goal is to build capacity for educators to perform these tasks independently. Until that time, we will heavily rely upon describe administrator or staff members, such as coaches, lead teachers, principals, etc., or an outside consultant to provide extensive professional development in this area and will leverage existing district resources, such as describe current trainings, support networks, state technical assistance, etc. Continue to customize your plan to help sites analyze and disaggregate data.

Keeping sites on track. If it is indicated that a site is not making adequate progress towards the literacy goals, the Title project manager will develop a plan for identifying barriers, removing obstacles, and improving the implementation.



Data Based Decision Making. Include a paragraph or two discussing how you will proceed with the grant if students are not progressing. What interventions will you implement? What aspects of the program might you adjust?

When you discuss how you will use your evaluation to guide project implementation, you reassure the reviewer your project will achieve stated goals and objectives.

Budgeting. Indicate how often meetings will occur between the Title project manager, principals and the finance office to monitor spending and ensure we operate within the budget. With leadership present from all campuses, the meetings will also be used to address upcoming budget needs for additional activities. Customize to describe your unique budgeting plans.

Submitting reports to State. The project manager will be responsible for collecting and reporting data to Name of State or granting agency according to the required timeline. The data analysis meetings conducted state frequency at each targeted site will be critical in evaluating the assessment data and monitoring the outcomes. Continue to describe who will collect and report data and how.

Continue to describe how you will monitor progress. Be sure to include specific assessments that you will use as part of the evaluation, what skills the assessments will measure, and how teachers will use the data from these assessments.



Refer to Goals and Objectives. A great place to start with your outcome evaluation is to rephrase your goals and objectives into questions. Be sure to include a data source that will answer each question.

OUTCOME EVALUATION

As we answer the questions included in the following table and analyze baseline and benchmark data, we will be able to determine *Title's* overall success.

Table 5: Evaluation Questions

Outcome Evaluation Question	Data Source	Baseline	Benchmarks		
			Fall	Winter	Spring
To what extent, by <i>date</i> , has ___% of <i>grade</i> students achieved at or above grade level expectations on <i>state assessment</i> exam for reading?	<u>List assessments</u>				
To what extent, by <i>date</i> , has the dropout rate decreased?					
To what extent do targeted students show increased 21 st Century Skills?					
<u>Continue listing outcome questions.</u>					



Free Grant Review. Pearson's Grant Team can provide a free review of your draft application for *iLit* and assess it against grant requirements. The document will be returned with embedded comments that indicate areas of strength and areas that should be revised.

Email your draft to: Grantexperts@pearson.com

Please include:

- Draft application in Word
- Copy of the grant RFP you are responding to
- Name of Pearson Account Executive you are working with

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