

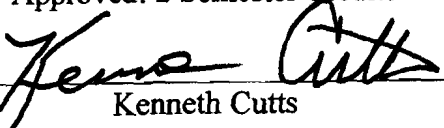
Grant Proposal for Moving Children
to an Intrinsic Motivation
to Read

by

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A Grant Proposal Project Report
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Requirements for the
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in

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ABSTRACT

Many students lack an intrinsic motivation to read, causing a downward trend in reading achievement. There is a strong correlation between the amount of time spent reading and reading achievement (Donahue, Finnegan, & Lutkus, 2001). Many districts, including Owen-Withee School District, see a decline in both as students progress to junior and senior high schools. For struggling readers, this decline happens much sooner.

This proposal describes a literacy initiative that combats descending reading achievement by engaging students in reading and keeping them motivated. This project will increase student motivation to read through the purchase and use of high-interest reading materials. Also, teachers will learn strategies for engaging students in reading.

Providing students with interesting reading materials is one of the most effective incentives for getting students to read (Krashen, 2007). The key to encouraging reading is to find books that target the interests of young people and capture their imagination (The National Literacy Trust, 2007). Teachers will gain the resources and strategies for accomplishing this task.

By obtaining high-interest materials, Owen-Withee Elementary School will be able to target the interests of more children and lead them to increased proficiency in reading on standardized tests. Professional development opportunities would inform teachers of practical strategies to further encourage children to read. The combination of these efforts will likely increase motivation to read, which will likely increase scores on standardized tests.

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I would like to thank my husband, Wade, for being so patient during these two years of “staring at my computer.” I would also like to thank my son, Quinn, for giving up playtime with Mommy so I could fulfill my goal of earning my Master’s degree.

This grant proposal is dedicated to all those students who do not find enjoyment in books. I hope they find that special someone or special book that inspires a lifetime of reading.

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Chapter I: Organizational Background

Owen-Withee Elementary School is a PK-6 facility which services about 350 students. The school draws students from two adjoining communities, Owen and Withee, in central Wisconsin. Its central purpose is to promote the development of students' social, emotional, and academic growth and to inspire students to interact successfully with others on their journey to become lifelong learners (Owen-Withee Board of Education, 2005).

Mission Statement

Owen-Withee School District has many goals for its students. In part, it employs the following rationale in identifying its mission in the context of the three societal and student needs of education for citizenship, education for work, and education for human development:

- Learning is a process or journey, and not merely a product or destination; likewise, education is a lifelong process to which our school is but one contributor.
- Each student is a learner; each teacher is a learner also.
- The emphasis on learning in the School District of Owen-Withee will be on how to think; to gain information; to listen critically; to ask pertinent questions; to generate ideas and creative inter-relations; to adapt to change; to be receptive to, and evaluate new concepts; and to explore the importance of inter-relationships of all learning.
- The purpose of thinking is not only to acquire reasonable knowledge, but to secure command on one's environment, and to be able to anticipate and deal with the effects of cause in order to make meaningful judgments about the value of actions and their impact upon self and society.
- What is now known may change.

- Equal educational opportunity must be accessible to all students, regardless of race, gender, age, religion, handicap, or talent.
- Concern is inherent for individual students' performance potential, and students are encouraged to become independent and unique thinkers.
- Theoretical and abstract knowledge needs to be complimented by experiment and experience through a variety of in-class and extra-class exposures.
- Human relationships and the learning derived from them are of primary importance.
- Appropriate technology should be used to enhance learning.
- We live in a global society. Our horizons must extend beyond the local community- to the state, the nation, and the world. (Owen-Withee Board of Education, 2005)

Chapter II: Introduction

All teachers encounter children who do not enjoy reading and who struggle with decoding and comprehension. However, teachers want to see “no child left behind.” How do teachers inspire reluctant readers? How do teachers give them the tools that turn them into readers? There are avenues for increasing students’ motivation to read. This proposal addresses the need to intrinsically motivate students to read, and provides paths for accomplishing this goal.

Statement of the Problem

Problem: Students lack an intrinsic motivation to read, causing a downward trend in reading achievement.

In a 2004 National Assessment of Educational Progress (NAEP) assessment, fourth-grade students who testified that reading was a favorite activity, and read for fun daily, significantly outperformed their peers who indicated a disinterest in reading (Perie, Moran, & Lutkus, 2005). According to Guthrie (2001), “In quantitative studies, major aspects of intrinsic motivation for reading, consisting of curiosity (reading to learn about the world), involvement (reading to become absorbed in a text), and preference for challenge (enjoyment in reading complex material) predict students' reading frequency and reading comprehension” (as cited in Colker, n.d., para. 9).

The National Reading Panel admitted that those who read the most, read the best (National Institute of Child Health and Human Development, 2000). In interviews with 43 sixth-grade students at Owen-Withee Elementary School in 2006, 100 percent of students who read below grade level admitted that they disliked reading and were not currently reading a book for

fun. Although children attending Owen-Withee Elementary School performed very well on the Wisconsin Knowledge and Concepts Examination (WKCE), their performance weakened by seventh grade. In 2006, 96% of third-graders were proficient or advanced on the WKCE. However, this number dropped to 80% in the eighth grade and 64.7% for tenth-graders (Wisconsin's Information Network for Successful Schools, 2006).

Resources and materials that promote an interest in reading need to be made available to students to generate a motivation to read, thereby creating better readers and life-long learners. Research conducted by the National Assessment of Educational Progress in 2002 revealed that students in classrooms with well-designed classroom libraries 1) interact more with books, 2) spend more time reading, 3) demonstrate more positive attitudes toward reading, and 4) exhibit higher levels of reading achievement (as cited in Scholastic Research and Results, 2005). High-interest classroom libraries, children's magazine and newspaper subscriptions, high-interest guided reading books and short texts, and technology-based reading materials need to be accessible to every student, especially reluctant readers.

Teachers need professional development in strategies to raise student interest in reading, infuse the love of reading into their daily reading program, and boost book circulation in order to increase the amount of time children are engaged in reading. Motivation, engagement, and positive attitudes towards reading can be developed if reading is made visible to and celebrated with children (The National Literacy Trust, 2007).

This proposal supports best practices in professional development, Wisconsin's Teacher Standards 3, 4, and 5, and Wisconsin's Model Academic Standards for English/Language Arts, and Owen-Withee School District Learner Outcomes for Reading and Language Arts.

Significance Statement

A) The Potential Contribution of the Proposed Project

According to McQuillan (1998), “There is now considerable evidence that the amount and quality of students’ access to reading materials is substantively related to the amount of reading they engage in, which in turn is the most important determinant of reading achievement” (Wang, 2000). A child who is unable to read is unlikely to reach success in virtually any area of the school curriculum (Bruning, Schraw, Norby, & Ronning, 2004). If we can motivate children of Owen-Withee Elementary School to read more, they will likely become better readers, likely earn higher scores on standardized tests, and likely increase their achievement in content areas as well.

B) Development of Instructional Strategies

Owen-Withee Elementary School currently uses a balanced approach to teaching literacy. Struggling readers need additional direct and explicit instruction, individual attention, and structured practice opportunities in order to accelerate their learning. These practices, which are already in place at Owen-Withee Elementary School through the balanced literacy effort, are tools to promote reading motivation. Teachers need additional strategies to further encourage children to read. Professional development opportunities would show teachers how to infuse the love of reading into daily instruction, use marketing strategies to increase students’ interest in books, provide research for reading incentive programs, and find ways to engage children, especially boys, in reading books.

C) Importance of the Project

Morrow (1992) suggests that providing students with an increased access to books through the expansion or addition of classroom libraries leads to more reading and higher levels of reading achievement (as cited in McQuillan & Au, 2001). However, Needlman, Fried, Morley, Taylor, & Zuckerman (1991) believe that the scarcity of books and appropriate reading materials is the biggest obstacle to literacy for children of low economic status (as cited in U.S. Department of Education America Reads Challenge, 1999). Owen-Withee Elementary School has a large population of economically disadvantaged children: 42% of them currently qualify for free or reduced lunch. Presently, many classrooms at Owen-Withee have poorly stocked or out-dated libraries. When students are introduced to a rich literacy environment, including books that vary in difficulty and genre, they can make up for less than ideal home environments. (Snow, Barnes, Chandler, Goodman, & Hemphill, 1991).

There is a strong correlation between the number of types of reading materials in the home and reading achievement. Students at every grade level who reported having four or more types of reading materials in the home scored, on average, significantly higher on a national assessment administered by the National Assessment of Educational Progress than those who had three types of reading materials, who in turn scored higher than those who had only two or fewer types of reading materials in the home (Campbell, Hombo, & Mazzeo, 2000). By providing classrooms with high-interest libraries, children will be able to check out additional reading materials to bring home.

Children at every grade level watch as much or more television in one day as they read for fun in one week (Hofferth & Sandberg, 2000). If a child is motivated to read, they will read more, in turn becoming better readers. One way to boost reading engagement is by providing students with access to interesting texts, specifically reading materials that captivate students'

attention at their independent reading levels (McPherson, 2007). Technology-based reading materials are fun for kids and are a “motivating agent because [they are] familiar, forgiving, and exciting” (Hunter, 2005, p. 8). Teachers will gain the resources and strategies for accomplishing this task. By obtaining high-interest classroom libraries, guided reading books and short-texts, magazines, and technology-based reading materials, Owen-Withee Elementary School will be able to target the interests of more children.

Motivation to read, along with volume of reading, are keys to creating lifelong readers (Atwell, 2007). Teachers need to provide “frequent, voluminous, happy experiences with books—preferably in a room that’s filled with good ones and in the company of a teacher who knows how to invite and sustain a love of stories.” (p.18). A guaranteed method for stimulating a love of books is to offer students choices in their reading selections. Choice of books is of utmost importance, especially for young male readers. Choice is motivating because it allows children to be in control of their learning (Guthrie, 2000).

D) Potential Replicability

Every teacher who cares about his/her students’ present and future reading abilities should engage students in books and move them toward an intrinsic motivation to read. The high-interest reading materials can be found in numerous educational bookstores and on websites, such as www.scholastic.com. Technology-based materials can be purchased in many educational catalogues. The collection of Between the Lions videos and the books on tape collections can be found specifically in the Theme Units A-Z catalogue. The subscription for raz-kids.com can be purchased on that website.

Professional development in reading motivation can be found online, through educational professional development agencies, universities, and in professional literature. The professional development book club at Owen-Withee Elementary has been extremely beneficial. It allows teachers the opportunities to discuss professional literature in a way that encourages growth and change. There are numerous websites to help schools establish a book club, including www.newsweekeducation.com/extras/bookclubs.php. These strategies for increasing reading motivation can, and should, be replicated in every school across the country.

E) Expansion to Community Outreach

Benefits from the grant project will continue long into the future. Ivey suggests that districts invest in developing better reading teachers rather than looking for better reading programs (2000). In fact, she ascertains that only knowledgeable, reflective teachers can respond to the ever-evolving needs of individual students. By investing in the professional development of teachers in reading and motivation, current and future students will benefit from their improved teaching strategies.

By increasing the number of books in classroom libraries, students will have a wider selection of books to choose from to bring home to share with their families. Researchers have found that the home literacy environment can be a stronger predictor of literacy and academic achievement than family income (U.S. Department of Education America Reads Challenge, 1999). NAEP 1998 Reading Report Card found that there is a positive correlation between a family's access to reading materials and reading scores (Donahue, Voelkl, Campbell, & Mazzeo, 1999). The books brought home from elementary students will likely be shared with younger

siblings and parents. By targeting the elementary school, the greater community will also be affected.

Additionally, Verizon and community volunteers are welcomed. There are many opportunities for volunteers to assist teachers in reaching all readers. Community members are invited to be guest readers in classrooms, listen to children read, and serve as reading tutors.

Chapter III. Project Methodology

By the time students reach the end of elementary school, many already have turned their backs on reading. Reading motivation and reading achievement have a cyclical relationship (Fuchs & Morgan, 2007). Struggling readers lack motivation to read. Their lack of motivation causes a decrease in time spent reading, which is the one thing they need most. Giving students more time to read in school is the most certain way to help all students become more skilled, engaged, and prepared to achieve on standardized tests (Ivey, 2000). The following action plan lays out the steps Owen-Withee Elementary School will take to move students toward an intrinsic motivation to read.

Action Plan and Timeline

September 2007

- Inform teachers, administration, and school board members of the receipt of the grant, upcoming professional development events, and purchased materials.
 - Inform community members of the receipt of the grant by submitting an article in the district's newsletter, the local newspaper, and a larger-area newspaper; and post grant information on the district website.
 - Train teachers on technology-based materials.
 - Purchase and use high-interest classroom libraries, guided reading books and short texts, and newspaper and magazine subscriptions.
 - Teachers introduce and use technology-based reading materials, such as raz-kids.com subscriptions, Between the Lions video collection, and the books-on-tape collection.
 - Teachers administer Reading Interest Inventory (Appendix C) in grades 1-6.
-

- Teachers assess students in grades 1-6 to determine beginning guided reading levels.

Fall 2007

- Teachers attend Bureau of Education seminar *Read, Read, Read! Motivating Students to Read* by Jim Trelease, date depending on course schedule coming out Summer 2007.
- Teachers fill out the first seminar evaluation.

October-December 2007

- Teachers participate in a professional development book club, discussing the strategies they learned about in their professional literature for motivating students to read.
Teachers who teach grades 1-3 will read and discuss *Motivating Primary-Grade Students (Solving Problems in Teaching of Literacy)* by Michael Pressley, et al. Teachers who teach grades 4-6 will read and discuss *Naked Reading: Uncovering What Tweens Need to Become Lifelong Readers* by Teri Lesesne. Both books discuss ways to engage students in reading and are written by notable educators.

May 2008

- Teachers administer Reading Interest Inventory (Appendix C) in grades 1-6.
- Teachers assess students in grades 1-6 to determine ending guided reading levels.
- Teachers fill out the second seminar evaluation.
- Reading Resource teachers complete a survey (Appendix F) to assess the outcomes of the program.
- Inform teachers, administrators, school board members, and community members on the outcomes of the project by submitting an article in the district newsletter.

Ongoing

- Teachers incorporate the strategies for motivating students to read they learned through the BER seminar, and the professional development book club.
- Students utilize classroom libraries, magazine subscriptions, books-on-tape collections, and raz-kids.com subscriptions.
- Teachers use guided reading and technology-based reading materials, such as Between the Lions videos and online reading materials.
- Teachers track student progress through guided reading levels, using observations, informal assessments, and anecdotal notes.

Dissemination Plan

The dissemination plan for relaying the results of this project reaches a wide variety of audiences. Katie Hatlestad will inform parents, teachers, administrators, and school board members of the results of the program at an Owen-Withee School Board meeting presentation. She will also write an article in the local newspaper (Owen Enterprise), a larger area newspaper (Marshfield News-Herald), and district newsletter (O-W Reporter) to inform community members and surrounding areas of the project and its outcomes. By placing Verizon Foundation labels on all resources purchased through grant funds, all families who utilize the materials will be made aware of the source of the funds. A state and national audience will also be reached by presenting the findings on our district website.

Chapter IV: Project Goals and Objectives

This project is important to the reading achievement and development of mature appreciation of the rewards of reading for students attending Owen-Withee School District. The general goals of this project are to increase reading achievement by increasing student motivation to read.

Goal 1

Owen-Withee Reading Program Will Increase Student Interest in Reading Through the Purchase and Use of High-Interest Reading Materials for Children in First Through Sixth Grades.

Students will develop a love for literature by reading books from our updated, diverse classroom libraries, expanded collection of guided reading materials, subscriptions to magazines that appeal to students, and technology-based reading materials, such as online books and books-on-tape. The number of students with a positive attitude toward reading will increase as determined by the Reading Interest Inventory (Appendix C) administered at the beginning and end of the school year.

Goal 2

Teachers Will Learn Teaching Strategies to Improve Their Students' Reading Motivation.

Teachers will learn strategies for motivating students to read by attending a seminar offered through the Bureau of Educational Research (BER), called Read, Read, Read: Motivating Students to Read by Jim Trelease. Strategies to improve reading motivation will be implemented, such as:

- Encouraging wide reading
- Guiding and monitoring student reading progress
- Allowing children to select interesting reading materials they feel comfortable with
- Increasing reading opportunities
- Having students respond to literature
- Reading and thinking aloud to children daily
- Immersing children in a book-rich environment
- Assisting children in choosing books matched to their appropriate level of challenge
- Increasing independent reading time

Teachers in attendance will complete two evaluations to measure the effectiveness of the seminar and to measure the extent of their implementation of the strategies they learned.

Teachers will deepen their understanding of reading motivation through discussion of their research in reading motivation through the professional development book club.

Using the knowledge gained at the BER seminar and through the professional development book club, teachers will practice strategies for leading children toward an intrinsic motivation to read.

Goal 3: Our Reading Program Will Help Reverse the Downward Trend in Reading Achievement by Motivating Students to Read.

After teachers implement new materials and strategies for motivating student to read, students in first through sixth grades will increase their independent and guided reading levels by one grade level, based on their beginning and ending guided reading levels.

Teachers will monitor changes in students' motivation to read and reading achievement based on daily observations, informal assessments, and anecdotal notes.

Students exiting the elementary level will continue to reach high expectations set by the state on the WKCE throughout junior and senior high school, as evidenced by their test scores at the eighth and tenth grades.

Evaluation Plan and Tools

Student outcomes will be assessed using the Reading Interest Inventory (Appendix C), running record scores, and WKCE scores. Teachers will monitor changes in students based on observations, informal assessments, and anecdotal notes. Participating teachers will assess professional development opportunities through two surveys. The first survey (Appendix D), administered directly after the seminar, will evaluate the effectiveness of the seminar. The second survey (Appendix E), administered at the end of the school year, will evaluate the extent that teachers implemented the strategies they learned at the seminar. Reading Resource teachers will assess the outcomes of the grant project through an evaluation at the end of the first year of completion (Appendix F).

Chapter V: Budget

Grant Period: 8/07-5/09

Budget Period: 8/07-5/09

Total Requested: \$13,119.06

In Kind Funding

Owen-Withee School District will provide in-kind support for many aspects of the project. The district will fund the professional development seminar in its entirety, including the registration fees, mileage, and the cost of the substitute teachers for the day. These costs total \$1872.00. The cost of the books for the professional development book club will also be covered by the district, totaling \$280.00.

Student materials will be purchased by the district as well. The annual budget allows for the purchase of new guided reading materials and classroom magazines each year. The amount allowed for these materials changes every year. New guided reading books for 2007-2008 amounted to \$436.89 and magazine subscriptions totaled \$645.00. Similar materials will be purchased in the second year of the grant period with district funds. Additionally, the district will assume any costs associated with the raz-kids.com subscriptions during the second year of the project.

Owen-Withee School District will pay for any indirect costs related to the project. This includes copies, postage, utilities, and general project administration. The indirect costs projected expense is 15% of direct costs in the overall budget.

Budget Template

	Year 1		Year 2	
Income Section				
Owen-Withee School District Regular Annual Budget	\$5667.21		\$1220.80	
Expense Section				
Item	Amount requested from Verizon Foundation	Amount provided in-kind	Amount requested from Verizon Foundation	Amount provided in-kind
Seminar -Substitutes for teachers attending (6 substitutes @\$95/sub) -Registration (6 teachers X \$185) -Mileage (2 vehicles X 300 miles at .32/mi)		\$570.00 \$1110.00 \$192.00		
Guided Reading Books	\$1578.50	436.89		TBD
Books for classroom libraries	\$5715.00			
Magazine subscriptions	\$130.84	\$645.00	\$130.84	\$645.00
Books-on-Tape Collection	\$507.00			
Between the Lions Video Collection	\$349.95			
raz-kids.com subscriptions	\$399.50			\$399.50
Professional Development Book Club -Books (12 copies)		\$280.00		TBD
Professional Development Book Club -Stipend for teachers to expand their classroom libraries (12 teachers at \$300/teacher)	\$3600			
Shipping Charges	\$707.43			
Indirect Costs (15% of direct costs)		\$2433.32		\$176.30
Total	\$12,988.22	\$5667.21	\$130.84	\$1220.80

Budget Narrative

Expenses

Guided Reading Books- The requested budget for guided reading books is \$1578.50. This includes *Mysteries of the World*, *Reptiles and Amphibians*, *Creepy Crawlies*, and *Animals*

Guided Reading Theme Sets. Each set includes six copies of 8-12 titles and 6 copies of a theme-related magazine containing short-text articles. The diverse selection of books, articles, charts,

diagrams, and instructional pieces are leveled for accurate selection based on reading ability. The guided reading theme sets promote fluency, introduce content-based vocabulary in high-interest text, and reinforce modeled reading comprehension strategies. The Owen-Withee School District also included eight additional guided reading sets through various vendors in their regular annual budget. They will be purchasing a similar quantity of guided reading materials during the second year of the grant period. All selections are high-interest materials that would appeal to reluctant readers. The additional guided reading sets will be added to the book room for classroom checkout.

Books for Classroom Libraries- The requested classroom libraries budget is \$5715.00. This includes a Scholastic Ready-To-Go Library for each classroom in grades 1-3 and a Scholastic Leveled Literature Collection for each classroom in grades 4-6, along with book storage bins. The classroom libraries give students many books to choose from in their classrooms, making their independent reading selections easily accessible. There must be enough interesting and appealing books available to students in order for them to engage in quality self-selected reading (Williams & Bauer, 2006). Atwell (2007) suggests that a classroom library contain at least 20 books per student.

Magazine Subscriptions- In-kind support is providing many classrooms with magazine subscriptions for their students, such as Weekly Reader and Scholastic News, which totals approximately \$645. Magazines for independent reading need to be purchased. The requested budget for subscriptions to magazines is \$130.84 for both the first and second years. Magazines include three subscriptions to Sports Illustrated for Kids, three subscriptions to National

Geographic for Kids, two subscriptions to Ranger Rick (grades K-2), and one subscription to Field & Stream. These magazines will be made available for classroom checkout. The magazines will be used for independent reading selections in grades 1-6. They are all high-interest magazines that will engage boys and girls alike.

Books-On-Tape Collection- The requested budget for a books-on-tape collection is \$507.00. The collection would include two listening libraries, each containing two copies of 15 titles and an audiocassette to accompany each title. It also includes 20 additional titles, with a book and audiocassette per title. The collection would be made available for classroom checkout.

Between the Lions Video Collection- This literacy-based video series accounts for \$349.95 of the overall budget. The goals of the video series are to motivate students to read and write, dramatize the benefits of reading and writing, introduce children to phonemics and letter-sound relationships, and acquaint children to a wide range of connected texts. This technology-based reading material is highly engaging and educational.

Raz-kids.com Subscriptions- The requested \$399.50 includes 10 subscriptions to this online reading supplement. Teachers who participate in raz-kids.com are able to manage the reading progress of their students with this technology-based program through its management system. Students read or listen to books online and have the option of taking a comprehension test, depending on what the teachers assign through the management system. If teachers choose to have students read the books online, the recording feature accompanying the program allows the teacher or student to listen for fluency improvements. The program promotes decoding, fluency,

and comprehension. Teachers have the additional option of printing worksheets to supplement each online title.

Professional Development Book Club- The budget of \$3880.00 for the professional development book club includes the 12 total copies of the two books to be discussed in the book club and a stipend, \$300, for each teacher attending to be used to expand their classroom libraries. The budget amount is a figure based on the twelve estimated teachers able to participate. The requested budget for the stipend, totaling \$3600.00, will be incentive for teachers to join. In-kind contributions from Owen-Withee School District will cover the cost of the books, totaling \$280.00. The books that have been chosen are *Motivating Primary-Grade Students (Solving Problems in Teaching of Literacy)* by Michael Pressley, et al. for the teachers in grades 1-3 and *Naked Reading: Uncovering What Tweens Need to Become Lifelong Readers* by Teri Lesesne for teachers in grades 4-6. Both books discuss strategies for motivating students to read.

Teachers at Owen-Withee Elementary School have participated in two professional development book clubs during the 2006-2007 school year. Meeting with other teachers to discuss professional literature has been very beneficial in increasing the knowledge base of the group and for aligning curriculum and common language. "Colleagues are a teacher's most important resource" (Pinnell, 2006, p.82). Collaboration with colleagues strengthens the greater knowledge of the group (Williams & Bauer, 2006). In addition to the titles listed above, teachers plan on partaking in at least one other additional book club during the 2007-2008 school year.

Seminar- The registration (\$185/person) for the estimated six teachers able to attend *Read, Read, Read: Motivating Student to Read*, the cost of their substitutes for the day (\$95/substitute), and

the mileage (300 miles at .32/mile) for two vehicles to drive to the seminar location totals \$1,872.00, and the Owen-Withee School District would provide in-kind support for the entire amount. The seminar promises to provide teachers with numerous strategies for motivating students to read and give practical advice for engaging students in literature. Hargreaves and Fink, in their 2003 article *Sustaining Leadership*, advocate professional development of teachers' skills, which will stay with them long after the project money has gone, as an investment in building long-term improvement.

Shipping Charges- The requested \$707.43 for shipping charges includes shipping for guided reading materials, classroom libraries, books-on-tape collections, and Between the Lions videos.

Indirect Costs- The indirect cost budget of \$2268.78 is 15% of the total direct costs and will be covered by in-kind support.

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Appendix A: Cover Letter

January 1, 2007

Ms. Carolyn Purvis
Executive Administrative Assistant
Verizon Foundation
1 North Capitol Avenue
Suite 1025
Indianapolis, IN 46204

Dear Ms. Purvis:

Owen-Withee Elementary School is pleased to submit a proposal to the Verizon Foundation requesting approximately \$6,300 in funds to support a literacy project to increase student interest in reading. The issue of literacy is an important one because of its impact on education, health, and economic development. As a teacher, I have observed that many students are lacking appropriate reading instruction and materials, including a research-based literacy program and high-interest reading materials that would motivate students to read and further advance them in their reading skills. More importantly, struggling readers do not receive the interventions that are necessary for their acceleration and mastery in reading.

Owen-Withee Elementary School is a National Blue Ribbon award-winning school, dedicated to maintaining a high level of academic excellence and increasing student interest in reading, as accomplished through this literacy effort. The project focuses on obtaining the necessary materials for capturing the enthusiasm provided in the written word and providing teachers with the tools and strategies for achieving this feat. Not only is it the goal of this project to maintain a high performance on standardized tests at the elementary level, but the project will also aim to improve test scores at the junior and senior high school levels by motivating students to read more often.

Thank you for your consideration of this proposal. Please contact Katie Hatlestad, reading teacher at Owen-Withee Elementary School, to answer questions or provide further information—phone: (715) 229-4941; email: hatlestad1@verizon.net. We look forward to working with you on this important project.

Sincerely,

Katie Hatlestad
Reading Teacher
Owen-Withee Elementary School

Appendix B: Verizon Request for Proposal

Contact Information

Please provide the following information so that we may contact you regarding your proposal.

Salutation (Text; 100 character maximum)	Instructions: • Preferred salutation (Ms., Mr., Mrs., Dr., etc.)
*Last Name (Text; 40 character maximum)	Instructions: •
*First Name (Text; 40 character maximum)	Instructions: •
Middle Name (Text; 20 character maximum)	Instructions: •
*Title (Text; 50 character maximum)	Instructions: •
*Contact Type (Single-Select List) <ul style="list-style-type: none"> • Analyst • Attendee (dinners only) • Board Member • Board President • Chairperson • Consultant • Disaster Relief Contact • Employee • Executive Director • External Contact • Fundraiser • General • Honoree • Internal Contact • Managing Director • Matching Gifts Contact • Officer • Payee • President • Primary Contact • Researcher • Reviewer • Sponsor • Stakeholder • Volunteer Recognition Contact 	Instructions: •
*Address (Text; 100 character maximum)	Instructions: •
*City (Text; 50 character maximum)	Instructions: •
*State (Single-Select List)	Instructions: •
Province (Text; 100 character maximum)	Instructions: •
*ZIP Code (Text; 20 character maximum)	Instructions: •

*Telephone (Text; 30 character maximum)	Instructions: •
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Fax (Text; 30 character maximum)	Instructions: •
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*E-mail Address (Text; 100 character maximum)	Instructions: •
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Organization Information

Please provide the following information about your organization.

*Legal Name (Text; 100 character maximum)	Instructions: •
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AKA Name (Text; 100 character maximum)	Instructions: • Your organization may also be known as...
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In Care Of Name (Text; 100 character maximum)	Instructions: • Legal name of the organization corresponding to the specified tax ID. This is used only if your organization lacks its own tax ID or is applying for funding using another organization's tax ID. Actual funding will be provided to the In Care Of organization.
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Relationship to 'in care of' organization (Text; 100 character maximum)	Instructions: •
---	---------------------------

*Address (Text; 100 character maximum)	Instructions: •
--	---------------------------

*City (Text; 50 character maximum)	Instructions: •
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*State (Single-Select List)	Instructions: •
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*ZIP Code (Text; 20 character maximum)	Instructions: •
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Province (Text; 100 character maximum)	Instructions: •
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*Country (Single-Select List)	Instructions: •
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*Telephone (Text; 30 character maximum)	Instructions: •
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Fax (Text; 30 character maximum)	Instructions: •
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Web Site Address (Text; 100 character maximum)	Instructions: •
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E-mail Address (Text; 100 character maximum)	Instructions: •
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*Organization Background (Long Paragraph)	Instructions: • Your organization's background, history and/or mission statement.
---	---

Organization Certifications

All applicants must answer the following questions regarding their organization in order to be considered for a Verizon Foundation grant. PLEASE NOTE: Answering no to any of the following questions does not imply ineligibility.

*No Verizon employee, customer, or board members has a financial interest (Yes/No)	Instructions: •
*No branch offices, operations, or representation in U.S. sanctioned countries (Yes/No)	Instructions: •
*Board, staff and organization are free of indictments, convictions, and conflicts of interest (Yes/No)	Instructions: •
*Organization has one separate financial or accounting person or function. (Yes/No)	Instructions: •
*Organization has conflict of interest policy and procedures (Yes/No)	Instructions: •
*The organization has at least 3 board members (Yes/No)	Instructions: •
*If answering "no" to any of the above questions, please explain. (Paragraph; 1500 character maximum)	Instructions: • NOTE: Answering "no" to any question does not imply ineligibility. If answering "yes" please populate this field with N/A.
*Organization Accuracy Certification (Checkbox List) • Yes	Instructions: • I certify that all preceding organization information (including the Legal Name, Address, and certifications) is accurate and complete as of today's date. I acknowledge that any information that is found to be inaccurate or incomplete could possibly delay or disqualify any funding that this organization might receive.
Proposal Information	
*Project Title (Text; 255 character maximum)	Instructions: • Please enter a descriptive title for your project.
*Request Date (Date)	Instructions: •
*Request Amount (Currency; 20 character maximum)	Instructions: •
Project Budget (Currency)	Instructions: •
*Funding Principle (Single-Select List) • Arts & Culture • Domestic Violence Prevention, Healthcare, & Accessibility • Literacy & Education • Neighborhoods & Communities	Instructions: • Please select from one of the following funding principles as they pertain to your project.
Project Start Date (Date)	Instructions: • Enter the project start date in mm/dd/yy format.
Project End Date (Date)	Instructions: • Enter the project end date in mm/dd/yy format.

***Describe what your program/project is going to accomplish (and how) - please be specific and provide timelines.**
(Long Paragraph)

Instructions:

- What is it your program/project is going to do? (Include program description, timelines, & how you will go about achieving the stated goals).

***Provide background information on this program/project.**
(Long Paragraph)

Instructions:

- If this is an existing program/project, indicate how, why, and what has been completed up to this point. Also, has there been any previous involvement by Verizon? If program/project is a new initiative, please provide additional background information.

***What social cause does this program/project address and help to alleviate?**
(Paragraph; 2000 character maximum)

Instructions:

- Please identify the social cause this program/project addresses (e.g., literacy or domestic violence prevention). Please describe the need (Please limit your response to 2000 characters).

***If this is an established or new program/project, can it be replicated? Please explain in detail.**
(Long Paragraph)

Instructions:

- Please explain how and why you think this program/project can be replicated. What is your target market (i.e., beneficiaries of program).

***Is technology a component of this proposal? If yes, please explain how technology would be utilized.**
(Paragraph; 2000 character maximum)

Instructions:

- Yes/No answer. If yes, please explain in detail how the program/project utilized technology (e.g., on-line curriculum/training, database management, etc.).

***Please describe how this program/project will continue in the future and/or may be expanded to increase community outreach.**
(Long Paragraph)

Instructions:

- Describe how in the current year or future this program/project will remain in existence and/or be expanded to increase community outreach.

***Include additional program/project funding, if any.**
(Long Paragraph)

Instructions:

- Relative to additional program/project funding, be sure to include:
 - Name of Funder
 - Amount of Funding
 - Where this funding is directed

***List names of primary funders/grantors (i.e., private/public or both) supporting your organization during the last completed fiscal year.**
(Long Paragraph)

Instructions:

- Please list the names and most current amounts of your primary funders/grantors (private/public or both) that have supported your organization during the most recent completed fiscal year.

***What are the program/project's anticipated outcomes? How will you measure its effectiveness and impact in the community?**
(Paragraph; 2000 character maximum)

Instructions:

- What are the program/project's goals and objectives? How will you evaluate the program/project? What measures are in place to gauge results? How will you quantify the program/project's success?

***Please enter the estimated number of people that will be favorably served/impacted by this grant (if possible).**
(Number; 15 digit maximum)

Instructions:

- If possible, enter estimated number of people served/impacted by this grant.

***Please describe your marketing, media, & communications strategy to promote this partnership with Verizon.**
(Paragraph; 2000 character maximum)

Instructions:

- Marketing, Media and Communications Strategy -- (e.g., Verizon logo, press releases, media events, Verizon signage, web site placements, program journals, annual reports, newsletters, etc.) Please inform Verizon when you write a press release about this program/gift, and the partnership with Verizon.

***Please enter the estimated number of people who will**

Instructions:

see Verizon recognized as a supporter of this program.
(Number; 15 digit maximum)

- Enter the estimated number of people who will see Verizon listed and recognized in program materials (e.g., press releases, media events, web site placements, annual reports, newsletters, etc.).

Project Budget Breakdown
(File Upload; 2,097,152 byte limit)

Instructions:

- Grant requests of \$10,000 or more are required to include a breakdown of the project (i.e., dollars requested from Verizon Foundation.) No more than 15% of the total grant request may be used for general operating and administrative expenses. If the operation expense type is considered a direct program expense (e.g., counselor's salary for a domestic violence prevention program), the 15% limit is waived in its entirety. Please [click here](#) to download the foundation's budget template to your computer. When you have finished working on the breakdown, [save the document](#), close out of MS Word, and then click on the Upload link to finish attaching the completed document to your application.

***If Verizon employees elect to do so, is there an opportunity for Verizon employees to volunteer with your organization?**
(Yes/No)

Instructions:

- Volunteer activities usually fall into three categories: (i) Continuous Service Volunteering (e.g., mentor a child in reading, math, or English language skills one or two hours each week throughout the year); (ii) Temporary or Occasional Volunteering (e.g., serve meals at a local soup kitchen several times a year); and (iii) Project Volunteering (e.g., join co-workers to create a flower garden at a senior citizen center).

Communities Served

Please provide the following information about the community that your organization works to support. While this information will not have any weight in the acceptance or rejection of your proposal, it is still required for our internal tracking purposes. If you do not typically track this kind of information, then please provide your best estimate for each category. The percentages for each category should add up to 100%.

***Estimated Gender Served**
(Percentage List)

- All
- Females
- Males

Instructions:

- Please provide a breakdown by percentage of the genders that this proposal will work to support.

***Estimated Age Group Served**
(Percentage List)

- Adults
- All
- College
- Elderly
- K - 12
- Preschool

Instructions:

- Please provide a breakdown by percentage of the Age Groups that this proposal will work to support.

***Estimated Ethnicity Served**
(Percentage List)

- American Indian or Alaska Native
- Asian or Pacific Islander
- Black or African American
- Hispanic or Latino
- White or Caucasian

Instructions:

- Please provide a breakdown by percentage of the ethnicities that this proposal will work to support.

***Estimated Population Served**
(Percentage List)

- Disaster Victims
- Family

Instructions:

- Please provide a breakdown by percentage of the Population that this proposal will work to support.

- Gay / Lesbian / Transgender
- General Public
- People with Disabilities
- Teachers
- Underprivileged

Grant Agreement Clauses

PLEASE NOTE: All applicant organization must complete the following certifications. If the certifications are found to have been completed inaccurately, the organization seeking support may be required to return any granted assets, and may be rendered ineligible for future support.

***Religious Proselytizing Restriction**

(Checkbox List)

- I Confirm

Instructions:

- Check "I confirm" to certify the following: The program described in this proposal is solely engaged in direct service provision. Exposure, adherence, or conversion to any religious doctrine is not required of the programs beneficiaries. If a grant is awarded, the organization will not use it for the purposes of religious proselytizing in any way.
-

***Non-Violence and Anti-Terrorism Certification**

(Checkbox List)

- I Confirm

Instructions:

- Check "I confirm" to certify the following: The organization (as well as any partners, re-grantees, or subsidiary or affiliated organizations) does not support, directly or indirectly, any terrorist activities or violence of any kind, nor does it employ or deal with any entities or individuals known to support terrorism. The organization certifies that it takes reasonable steps to ensure that grant funds are not ultimately distributed to terrorist organizations or for violent purposes; and takes reasonable steps to ensure that staff, board, and other volunteers have no dealings whatsoever with known terrorists or terrorist organizations.
-

***Lobbying and Political Use Restrictions**

(Checkbox List)

- I Confirm

Instructions:

- Check "I confirm" to certify the following: The organization will not knowingly use the grant, directly or indirectly, to influence legislation, to influence the outcome of any specific election for candidates to public office, to carry on any voter registration drive, to induce or encourage violations of law or public policy, to cause any improper private benefit to occur, or to make any grant to an individual other than as a part of the charitable activities in support of this project, nor to undertake any activity not in support of the project for which funding is requested.
-

***Use of Funds**

(Checkbox List)

- I Confirm

Instructions:

- Check "I confirm" to certify the following: The Organization will use the grant only for the purposes and activities specified in the grant application. If the Organization is dissolved, or if it is otherwise unable to use the grant for the specified project, the Organization will promptly return any unexpended grant funds to Verizon Foundation. If any portion of the grant is used for purposes other than the requested project, the Organization will promptly correct the error. If the misuse is not promptly corrected, Verizon Foundation may demand the return of the entire grant, and the Organization will return the grant to Verizon Foundation. If the Organization concludes that it is necessary to modify the plans for project in order to comply with requirements of any law or regulation affecting its responsibilities under this grant, or it becomes aware of facts or circumstances affecting its ability to implement the project or the propriety of such implementation, the Organization will promptly notify Verizon Foundation in writing, and together we will take the steps necessary to resolve the situation.
-

***Confirmation of Charitable Intent**

(Checkbox List)

- I Confirm

Instructions:

• Check "I confirm" to certify the following: We further certify that none of the proposed grant funds will be used to provide any direct benefit to The Verizon Foundation Company, to any Verizon Foundation employee or any employee's family member (except in the provision of charitable services or education available to the public at large), or to any staff member, board member, or donor to the Organization. No goods or services have been offered or promised in consideration for this charitable contribution. I further certify that to the best of my knowledge, information, and belief, the purpose of this grant is charitable and for the good of the community, and is not intended to fulfill business purposes or obligations of any kind including but not limited to offset, sales, or procurement commitments.

***Acceptance of Review**

(Checkbox List)

- I Confirm

Instructions:

• Check "I confirm" to certify the following: I understand that all applicants are subject to review of their representations in this application and (for grantees) their compliance with the grant agreement. I understand that the organization I represent may be required to return any granted assets and forfeit future funding eligibility if: (1) the review reveals any significant inaccuracies or violations of the policies stated above or (2) the organization does not cooperate with the review.

***Board Review and Approval of this Application**

(Checkbox List)

- I Confirm

Instructions:

• Check "I confirm" to certify the following: At least one officer of our nonprofit organization's board or executive of our nonprofit organization has reviewed this application, and the entire board has knowledge of and supports its submission.

***Grant Accuracy Certification**

(Checkbox List)

- I Confirm

Instructions:

• Check "I confirm" to certify the following: I certify that: (1) I completed this form, and the information I provided is complete and accurate, (2) the organization that I represent complies fully with the policies stated in the criteria and guidelines section on the introductory web page at the beginning of this application form, and (3) any assets awarded will be used only in the manner specified in this application.

Appendix C: Reading Interest Inventory

Use as an interview for non-readers.

	Very Good	Good	OK	Poor
How well can you read?				
How does reading make you feel?				
How much do you like reading at home?				
How much do you like reading at school?				
How do you feel about getting a book as a present?				
How do you feel about going to the public library?				
How well do your friends think you can read?				
How well can you figure out words you don't know?				
How well do you understand what you read?				

People who read a lot are:

- ☐ Very interesting
- ☐ Interesting
- ☐ Not very interesting
- ☐ Boring

Knowing how to read well is:

- ☐ Very important
- ☐ Important
- ☐ Sort of important
- ☐ Not very important

I think reading is:

- ☐ A great way to spend time
- ☐ An interesting way to spend time
- ☐ An OK way to spend time
- ☐ A boring way to spend time

Reading is:

- ☐ Very easy for me
- ☐ Kind of easy for me
- ☐ Kind of hard for me
- ☐ Very hard for me

When I grow up I will spend

- ☐ A lot of my time reading
- ☐ Some of my time reading
- ☐ Very little of my time reading
- ☐ None of my time reading

I would like my teacher to read books out loud to the class:

- ☐ Every day
- ☐ Almost every day
- ☐ Once in a while
- ☐ Never

Appendix D: Professional Development Survey #1

1. I learned new teaching strategies in the following areas: (Check all that apply)	
<input type="checkbox"/>	Read-alouds
<input type="checkbox"/>	Independent reading
<input type="checkbox"/>	Guided reading
<input type="checkbox"/>	Shared reading
<input type="checkbox"/>	Modeled reading
<input type="checkbox"/>	Using children's literature in the classroom
<input type="checkbox"/>	Motivating students to read
<input type="checkbox"/>	Using technology in your reading program
<input type="checkbox"/>	Engaging boys in books
<input type="checkbox"/>	Vocabulary
<input type="checkbox"/>	Comprehension
<input type="checkbox"/>	Reading incentive programs
<input type="checkbox"/>	Assisting children in choosing books matched to their appropriate level of challenge
<input type="checkbox"/>	Guiding and monitoring student reading progress
<input type="checkbox"/>	Encouraging wide reading
<input type="checkbox"/>	Allowing children to select interesting reading materials they feel comfortable with
<input type="checkbox"/>	Increasing reading opportunities
<input type="checkbox"/>	Having students respond to literature
<input type="checkbox"/>	Immersing children in a book-rich environment

2. Based on a scale of 1-4, rate the effectiveness of the BER seminar in regards to:

The number of strategies presented for improving reading motivation

(1- no or few strategies, 4- numerous strategies)

1 2 3 4

The foreseen usefulness of the strategies presented

(1- very useless, 4- very useful)

1 2 3 4

The foreseen ease of implementing the strategies

(1- very difficult, 4- very easy)

1 2 3 4

Preparing you for motivating students to read

(1- very unprepared, 4- very prepared)

1 2 3 4

How well you believe the strategies will work in improving reading motivation

(1- they won't work at all, 4- they will work very well)

1 2 3 4

Over

3. How many strategies did you have in place in your classroom prior to the seminar?

0	1-2	3-4	5-6	7 or more
---	-----	-----	-----	-----------

4. How many new strategies do you plan to implement in your classroom after the seminar?

0	1-2	3-4	5-6	7 or more
---	-----	-----	-----	-----------

5. Would you recommend this BER seminar to a colleague?

Yes

No

6. What one strategy can't you wait to implement? If there are none, answer "none".

7. Other Comments:

Appendix E: Professional Development Survey #2

1. I implemented new teaching strategies this year in the following areas: (Check all that apply)	
<input type="checkbox"/>	Read-alouds
<input type="checkbox"/>	Independent reading
<input type="checkbox"/>	Guided reading
<input type="checkbox"/>	Shared reading
<input type="checkbox"/>	Modeled reading
<input type="checkbox"/>	Using children's literature in the classroom
<input type="checkbox"/>	Motivating students to read
<input type="checkbox"/>	Using technology in your reading program
<input type="checkbox"/>	Engaging boys in books
<input type="checkbox"/>	Vocabulary
<input type="checkbox"/>	Comprehension
<input type="checkbox"/>	Reading incentive programs
<input type="checkbox"/>	Assisting children in choosing books matched to their appropriate level of challenge
<input type="checkbox"/>	Guiding and monitoring student reading progress
<input type="checkbox"/>	Encouraging wide reading
<input type="checkbox"/>	Allowing children to select interesting reading materials they feel comfortable with
<input type="checkbox"/>	Increasing reading opportunities
<input type="checkbox"/>	Having students respond to literature
<input type="checkbox"/>	Immersing children in a book-rich environment

2. Based on a scale of 1-4, rate the effectiveness of the BER seminar in regards to:

The usefulness of the strategies implemented
(1- very useless, 4- very useful)

1 2 3 4

The ease of implementing the strategies
(1- very difficult, 4- very easy)

1 2 3 4

Preparing you for motivating students to read
(1- very unprepared, 4- very prepared)

1 2 3 4

How well you believe the strategies worked in improving reading motivation
(1- they didn't work at all, 4- they worked very well)

1 2 3 4

3. How many new strategies did you implement in your classroom after the seminar?

0	1-2	3-4	5-6	7 or more
---	-----	-----	-----	-----------

4. What strategy to motivate students to read do you think all teachers should know about?

Other Comments:

Appendix F: Grant Outcomes Evaluation

1. How many teachers participated in the Bureau of Educational Research seminar?
2. According to the results of the first seminar survey, how many new strategies (averaged) did teachers want to implement?
3. According to the results of the second seminar survey, how many new strategies (averaged) did teachers actually implement?
4. How many teachers participated in the professional development book club?
5. What was the average score of student interest in reading at the beginning of the year? (Grades 1-3)
6. What was the average score of student interest in reading at the end of the year? (Grades 1-3)
7. What is the change in average score of student interest in reading between the beginning and end of the year? (Grades 1-3)
8. What was the average score of student interest in reading at the beginning of the year? (Grades 4-6)

9. What was the average score of student interest in reading at the end of the year?
(Grades 4-6)
10. What is the change in average score of student interest in reading between the beginning and end of the year? (Grades 4-6)
11. What was the average time students allocated for reading outside of school at the beginning of the year? (Grades 1-6)
12. What was the average time students allocated for reading outside of school at the end of the year? (Grades 1-6)
13. How many reading materials, on average, did students check out from their classroom libraries at the beginning of the year?
14. How many reading materials, on average, did students check out from their classroom libraries at the end of the year?
15. What were the impacts of the grant on student motivation after the first year of completion? (Comments)