

2010

Innovative Reading Grant

Sponsored by the American Association of School Librarians (AASL) a division of the American Library Association (ALA) and Capstone Press, Stone Arch Books, Picture Window Books, Compass Point Books, and Red Brick Learning.



Definition and Purpose of the Grant:

The stated purpose of this award is to support the planning and implementation of a unique and innovative program for children that motivates and encourages reading, especially with struggling readers. The award is for \$2500.

Criteria:

The AASL Innovative Reading Grant Selection Committee will evaluate the grant based on the following criteria.

1. The potential to measure and evaluate a literacy project that promotes the importance of reading and facilitates the learners' literacy development by supporting current reading research, practice, and policy.
2. The reading program must be specifically designed for children (grades K-9) in the school library setting.
3. Program must encourage innovative ways to motivate and involve children in reading. Existing commercial programs will not be considered.
4. Project should demonstrate potential to impact on student learning, especially reading.
5. Originality of project and methodology.
6. Potential for replication of the program should be apparent.
7. Demonstration of the ability of the applicant(s) to undertake and successfully complete the project.
8. A project plan that includes a timeline, budget, and clarity of purpose.
9. Applicant must be a member of AASL.
10. Research should be evidence-based and scholarly in nature.
11. Rankings based on a rubric that correlates with the ratings sheet. This rubric will be distributed to the applicants in conjunction with the application. *(See attached)*
12. This award is to be for a successful reading project that demonstrates the potential for reading improvement in K-9th grade. (A program that promotes the importance of reading and facilitates the learners' literacy development by supporting current reading research, practice, and policy.) That can show improvement of reading in the students it is applied to.
13. Application report should be on 8 ½" X 11" paper, using standard type face no smaller than 11 point size, double spaced, and include only materials requested in the application form.
14. The grant recipient may be required to present a program at the ALA Annual and/or at a future AASL Conference AFTER the study has been completed and the results known.
15. Recipients may be required to write an article for *Knowledge Quest* that delineates their reading incentive project and demonstrate their successes, trials, and recommendations for improving so others can replicate the project.

2010 Innovative Reading Grant Application



Date Submitted: _____

Proposed Dates For Project _____

Project Title: _____

Applicant Name: _____

Applicant Address: _____

City _____ State _____ Zip _____

Office Phone: _____

Fax: _____

E-mail: _____

Home Phone: _____

ALA/AASL Membership #: _____

Project Host, if applicable (i.e., organization, library, consortium, etc.):

Address: _____

City _____ State _____ Zip _____

Office Phone: _____

Organization Support or Commitment, if applicable \$ _____

Abstract of Proposed Research Project (50 words or less):

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Application Narrative:

1. Statement of the Problem
This section should identify the problem to be studied and placed in the context of the grant criteria.
2. Goals and Objectives of the Project
This section will provide a clear and concise description of the need and the impact of the project on school library media programs, learning and education.
3. Planned Activities
This section will provide a detailed description of the proposed organization and implementation of the project.
4. Possibilities for Dissemination
The grant recipient(s) may be required to present a program at the ALA Annual and/or at a future AASL Conference AFTER they have their findings. Recipients may be required to write an article for *Knowledge Quest* that delineates their reading incentive project and demonstrate their successes, trials, and recommendations for improving so others can replicate the project.

Deadline

APPLICATIONS MUST BE POSTMARKED BY FEBRUARY 1, 2010

(Facsimile and/or electronic copies will not be accepted.)

Mail 6 (six) copies to:

AASL/Innovative Reading Grant
c/o American Association of School Librarians
50 E. Huron St.
Chicago, IL 60611

**2010
Innovative Reading Grant
Rating Rubric**

AASL Innovative Reading Grant

CATEGORY	Level One	Level Two	Level Three	Level Four	Level Five
Originality of Reading Project	Project is unimaginative.	The project idea is creative.	The project idea is uniquely creative and is based on intrinsic rewards.	Meets all criteria of the previous level and shows a unique connection to student learning.	Meets all criteria of the previous level and one or more of the following: reflects resourcefulness, originality, and ground-breaking qualities.
Originality of Methodology	Project seems haphazard, hurried or unfinished. There are significant factual errors, misconceptions, or misunderstandings	The project has a creative focus but it is unclear in spots. There is an organizational plan though it may not be carried through consistently.	The project plan is creative, accurate and organized in a manner that can be understood by the others.	The project has a clear goal related to the identified need. The project plan is unique and reflects collaboration and IP2 connections. The project is useful to professionals in the field.	Meets all criteria of the previous level and one or more of the following: reflects broad research and application of critical thinking skills; shows notable integration into curriculum, interests professional replication.
Potential for Replication	Project cannot be replicated.	Project detail and methodology can be replicated.	Meets all criteria of the previous level and show indication of success.	Meets all criteria of the previous level and clearly shows IP2 connections.	Meets all criteria of the previous level is adaptable to various school environments.
Demonstrated Ability to Complete Project	No evidence is present to show support for the project.	Evidence of applicants professional credentials and competence.	Meets all criteria of the previous level and demonstrates research competencies.	Meets all criteria of the previous level and provides documentation of a plan for implementation.	Meets all of the previous levels and provides 3 letters of recommendation.

Project Work Plan	Project plan is absent.	Project plan is present.	Project plan is clear, detailed, and organized.	Meets all criteria of the previous level and is based on an identified need.	Meets all criteria of the previous level and shows evidence of IP2.
Timeline	Timeline is absent from plan.	Timeline is present.	Timeline includes descriptive actions to the date projections.	Timeline includes descriptive actions to the date projections as well as clear task and resource priority.	Meets all of the previous level and includes time for project evaluation.
Budget	Budget is absent from plan.	Budget is present but not complete.	Budget with itemized materials and projected costs are present.	Budget with itemized materials and projected costs are present. Budget includes an explanation.	Meets all criteria of the previous level and shows evidence of plans for future funding.
Clarity of Proposal	Proposal is confusing and ambiguous.	Project is explained in clear uncomplicated language.	Project is explained in clear uncomplicated language and is free of punctuation, grammar, and spelling errors.	Meets all criteria of the previous level and provides a clear narrative that details the objectives, activities, and budget that ties the two together.	Meets all criteria of the previous level and demonstrates good organization and management.
Impact on Learning	Application is an isolated, stand alone, un-scaffolded program.	The need for the reading program is designed for children (grades K-9) in the school library setting.	The need is identified and based on more than one method of data analysis.	Meets all criteria of the previous level and encourages innovative ways to motivate and involve children in reading	The need is identified based on triangulation data analysis.