

Funding Alignment: Private/Corporate Funding

Private/corporate funding requires applicants to align to the company's mission. In addition, private/corporate funding often seeks information from applicants on a range of topics, including: scientifically-based reading instruction, programs that have been proven to work elsewhere, strategies to include parents and families in their children's learning, methods to help low-achieving students, and training for educators implementing the program.

Rowland Reading Foundation is a nonprofit organization dedicated to improving reading instruction in the primary grades. The Foundation publishes the Superkids® Reading Program, a core reading program designed just for kindergarten through second grade that teaches all aspects of reading seamlessly integrated with the language arts. Happily Ever After is the Foundation's literature-based reading readiness program. The table below shows common private/corporate requirements and alignment with Rowland Reading Foundation programs.

Common Private Funding Requirements	What the Superkids and Happily Ever After Programs Do
Alignment with the Mission	
<p>Align with the company's mission ~ typically to increase reading achievement, support low-performing children, or to improve educational opportunities for students</p>	<p>Rowland Reading Foundation is a nonprofit organization dedicated to addressing the most urgent crisis in education today: teaching children to read in the primary grades. The Foundation believes that children must be proficient readers by the end of second grade, or they will struggle with reading throughout their lives. The Foundation's reading program, designed specifically for the primary grades, has been implemented throughout the United States with impressive results.</p> <p>Pleasant T. Rowland is the founder and chair of Rowland Reading Foundation. In addition to the <i>Superkids® Reading Program</i>, she is the author of <i>Beginning to Read, Write and Listen</i>, published by McGraw-Hill and in continuous use in kindergartens since 1971. Ms. Rowland is also the founder of American Girl® and the creator of The American Girls Collection®, widely heralded for its innovative teaching of American history to millions of children.</p>
Scientifically-Based Reading Program	
<p>Ensure that the programs use effective, instructional strategies, include challenging academic content, and are based on scientifically-based research</p>	<p>The Superkids Reading Program and Happily Ever After align exceptionally well with the findings of the Report of the National Reading Panel (2000) across five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. The programs support best instructional practices by integrating systematic reading instruction with other language arts instruction in spelling, handwriting, expressive writing, grammar, and mechanics. Finally, the latest brain research concludes that intensive phonics instruction (such as the instruction in the Superkids Reading Program) strengthens neural pathways and automaticity in the brain, which leads to permanent improvements in the reading abilities of struggling learners.</p> <p><u>Phonemic Awareness, Phonics, Fluency, Vocabulary, and Reading Comprehension Instruction</u></p> <ul style="list-style-type: none"> • Phonemic awareness prepares children to read. In Happily Ever After and the kindergarten levels of the Superkids Reading Program, children learn to notice, think about, and manipulate sounds (phonemes) in spoken language. Daily phonemic awareness activities give children practice isolating, identifying, blending, and segmenting



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Common Private Funding Requirements	What the Superkids and Happily Ever After Programs Do
Proven to Increase Achievement	
<p>Implement programs that have been proven to increase the academic achievement of children</p>	<p>Rowland Reading Foundation and independent third parties (such as university professors and academic research centers) have conducted scientific research to evaluate the effectiveness of its programs in nearly every region of the United States and with every major student group. Key findings include:</p> <p>National Pre-Post Study</p> <p>In the 2006–07 and 2007–08 school years, the Superkids Reading Program was tested in a national trial (83 schools in 22 states) involving 3,200 kindergarten students in 193 classrooms. The data collected showed that Superkids students made dramatic improvements from fall to spring on the Stanford Early School Achievement Test, moving on average from the 54th to the 79th percentile.</p> <ul style="list-style-type: none"> • Students of all ethnicities made dramatic progress – by spring, all students scored at or above the 70th percentile. • Students of all abilities made dramatic gains – on the fall test, 35% of students scored in the lowest quartile; by spring, only 11% of students scored in this quartile. • African-American students started the year at about the national average, but finished the year well above the national average at the 73rd percentile. • Hispanic students started the year below the national average, but finished the year well above the national average at the 70th percentile. • Low-income children scored on average at the 29th percentile in the fall; in the spring, they scored at the 66th percentile, well above the national norm with a gain of 37 percentile points. • English language learners scored on average far below the national norm at the 26th percentile in the fall; by spring, this group made striking gains, finishing the year above the national norm at the 63rd percentile, a gain of 37 percentile points. • The gender gap was reduced by nearly half. This gender gap in reading is typically observed in the earliest years of school and grows over time. Educators increasingly believe that it is critical for boys to get a strong start in reading in the primary grades. <p>Two-Year Impact</p> <p>During the 2006–07 and 2007–08 school years, the Superkids Reading Program was tested in a national trial involving more than 400 students in 36 classrooms in 18 schools. Students used both the kindergarten and first-grade levels over two years. The students started kindergarten at the 54th percentile in reading compared to children nationally ended first grade at the 75th percentile. If these children had merely progressed as much as children do normally, they would have ended first grade at about the 54th percentile, so the 21-point gain is a truly remarkable result.</p>



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<p>Continued from earlier page</p>	<p>Treatment/Control Studies The Center for Research on Educational Policy (CREP) conducted a quasi-experiment during the 2005–2006 school year in two schools. The sample consisted of 152 children in 8 kindergarten classrooms that used Superkids and 120 similar students in 7 classrooms that used other reading programs (control group). At the end of the school year, researchers administered the Gates-MacGinitie Reading Test. According to CREP, “The results were extremely positive favoring the Superkids students.” The median percentile rank for the Superkids students was 90, while the median percentile rank of the comparison group was 68. Effect sizes ranged from 0.27 to 0.46.</p> <p>Large-Scale, National Quasi-Experiments During 2006–2007 and 2007–2008 school years, the Superkids Reading Program was tested in two large-scale, national quasi-experiments.</p> <ul style="list-style-type: none"> • In one kindergarten study (conducted by Dr. Geoffrey Borman at the University of Wisconsin), 23 Superkids classrooms were compared to 20 traditional basal reading classrooms in the same schools across six states. The 390 Superkids students were very similar to the 360 control group students in demographics, teachers’ experience, and baseline achievement. Students were tested at the beginning and end of the school year with the Stanford Early School Achievement Test. Results showed that Superkids students’ performance was superior to the control group’s in all reading domains tested. Effect sizes ranged from 0.11 to 0.25. (See: Borman, G. D. & Dowling, N. (2009). Student and Teacher Outcomes of the Superkids Quasi-Experimental Study. <i>Journal of Education for Students Placed at Risk (JESPAR)</i>, 14(3), 207-225.) • The second study (conducted by Dr. Jerome D’Agostino, associate professor at The Ohio State University) also compared Superkids classrooms to control classrooms, but the classrooms were in different schools (21 Superkids classrooms in 11 schools and 22 well-matched classrooms in 11 demographically similar schools across seven states). The 382 Superkids students and 368 control students were tested with the Iowa Test of Basic Skills. Superkids students outperformed control students in four measures of reading skills. Effect sizes ranged from .23 to .41. Dr. D’Agostino said, “The effect sizes mean that the <i>average classroom</i> using Superkids performed from 9 to 16 percentiles higher than the average control classroom after one year....” <p>DIBELS and SESAT Results Reading assessment data from 2004-05 were collected from three matched pairs of first-grade classrooms in Alaska, Kansas, and Pennsylvania. Analysis showed that Superkids classrooms gained more than control classrooms on nine out of ten assessments. Furthermore, when standardized scores from assessments of phonological awareness and knowledge of the alphabetic principle were analyzed, Superkids students significantly outgained the control students with an effect size of 0.57.</p> <p>Top Ratings By Teachers Structured telephone interviews were conducted in April 2007 and 2008 with 235 Superkids teachers. Additionally, 41 control teachers were interviewed, and their responses were compared to the responses of 45 matched Superkids</p>



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<p>High-Quality, Ongoing Professional Development</p>	
<p>Provide staff in participating schools with substantial opportunities for professional development</p>	<p>The Superkids Reading Program and Happily Ever After include initial in-service training and ongoing professional learning and coaching opportunities. For any district/school partnership, the Rowland Reading Foundation customizes services to meet teacher and administrator needs on requested days and times. A cadre of literacy coaches, in-service training professionals, and program experts are located throughout the country to provide implementation support. A recommended training plan involves:</p> <ul style="list-style-type: none"> • Year 1: Initial in-service foundation and implementation training, two to three (2-3) coaching visits per classroom, administrator orientation training, a parent orientation event, professional development seminars, and a third-grade awareness meeting. • Years 2-3: In-service training for experienced teachers, train-the-trainer workshops to build capacity within the school, professional development seminars, grade-level meetings, and leadership development sessions for leaders and mentors. • Years 4-6: In-service training for expert teachers and continuation support for leaders and mentors. <p>Training and support are delivered via hands-on workshops, DVD training modules, website support, and the helpline.</p> <ul style="list-style-type: none"> • Hands-On Workshops <ul style="list-style-type: none"> - Foundations of Primary Literacy - This session lays the groundwork for understanding the process of learning to read. The science of reading and the contemporary research are presented in an interactive format, and participants will leave this session with a firm understanding of how the neural pathways for reading are formed, what systematic, explicit instruction really means, and how the program is truly research-based. The



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Support for Low-Achieving Children	
Meet the educational needs of low-achieving children, including those who are historically underserved, are English Learners, or are students with disabilities	<p>Differentiated instruction describes the classroom practice of tailoring teaching methods and materials based on students’ documented needs. Research has shown that classrooms that differentiate instruction produce higher reading growth for both students who need more explicit teacher-managed instruction and those who can work more independently. For example, the Superkids Reading Program is comprehensive and provides research-based core instruction and specific opportunities to meet the needs of all learners by adhering to three principles of differentiated instruction:</p> <p>Principle 1: Identify the children’s needs through formal and informal assessment. The program offers formative and summative assessments so teachers can answer: <i>What does the child need? What should I teach?</i> Formal assessments in the Assessment Books include Placement Tests (or a Beginning-of-the Year Test), Progress Tests, and End-of-Level Tests. Teachers can informally assess students using Daily Routines, daily skill work in Student Books and Word Work Books, optional blackline master activities, expressive writing assignments, discussion of comprehension questions during guided reading, and other classroom discussions.</p> <p>Principle 2: Deliver core instruction using research-based materials. The Superkids Reading Program meets the criteria for effective, research-based core reading instruction delivered to all students during a 60- to 90-minute reading block for K-1st grade and a 120-minute reading block in 2nd grade. Core, grade-level instruction is delivered systematically to the whole class to ensure that all students have the necessary sequence of skill instruction over the K-2 development span in phonemic awareness, phonics, fluency, vocabulary, reading comprehension, spelling, handwriting, writing, grammar, and mechanics. Similarly, Happily Ever After is used during core instruction for prekindergarten students.</p> <p>Principle 3: Differentiate instruction based on student needs. With the Superkids Reading Program, for example, teachers are able to address students’ individual needs <i>every day</i> in small groups or one-on-one. Lessons are structured so that teachers can give struggling students more guidance on their core skill work while allowing other students to work more independently. Ten-Minute Tuck-Ins in the lessons provide additional teacher-led activities for reteaching, reinforcing, or extending skills taught in a lesson. Teachers use the activities to give targeted instruction to small groups or individuals. Guided reading instruction is done in small, homogenous groups so that teachers are able to customize the instruction to meet the specific needs of children in each group. Superkids Libraries for kindergarten and first grade provide over 100 decodable fiction and nonfiction books at three levels—easy, on-level, and challenging—for additional guided reading or independent practice that matches students’ reading abilities. CDs with recorded readings of core texts and Library Books are available to support struggling readers and help all students develop listening comprehension and fluency skills. Independent Activities enable students to practice core skills on their own using blackline masters and other</p>



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<p>Involvement of Parents/Families</p>	
<p>Afford parents and guardians substantial and meaningful opportunities to participate in the education of their children</p>	<p>The Superkids Reading Program and Happily Ever After encourage educators to develop strong connections with families. Teachers frequently report children's progress, suggest activities that adults can do at home, and actively involve parents in student learning. Ideas promoted in the programs include:</p> <ul style="list-style-type: none"> • Implement a Parent Orientation at the beginning of the school year to give families an overview of how Happily Ever After or the Superkids Reading Program will help their child develop as a reader. Throughout the school year, host family reading nights in the classroom so children can share with their families what they've been reading and writing. • Use the Take-Home Letters (provided in English and Spanish) to let families know what their child has been learning in the program and suggest activities to do at home to reinforce the skills taught. • Share students' work with their families. Send home completed Student Books or Word Workbook pages, Daily Dictation and Handwriting work, blackline masters, expressive writing assignments, Book Talk Journals (for grade 2 only), spelling tests, and Progress and End-of-Level Tests. Retain some materials for at-school conferences, particularly work that shows how a student is struggling, making progress, or excelling. • Encourage At-Home Activities, such as: <ul style="list-style-type: none"> - Reading aloud to a child. Send read-aloud book suggestions home to help families choose books that connect to concepts and topics students are currently reading or learning about at school. - Independent reading. Allow children to take home Superkids Library Books or other books so they can experience the pleasure of reading on their own or aloud to their family. - Talking about books and ideas. Give families engaging questions and topics to discuss related to what children have been reading or studying.

