



Building thinkers in Tennessee

Read to be Ready 2016 Summer Grant Program Report

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Read to be Ready Summer Grant Overview and Data Trends

2016 Read to be Ready Summer Grant Program

Read to be Ready aims to increase the percentage of third grade students reading proficiently to **75 percent by 2025**. The summer grant program promotes this effort by funding camp experiences that **support the reading and writing development** of rising first, second, and third grade students.

This grant program was designed to serve low-income students who experience the greatest summer learning loss. Preventing this loss will **better prepare students** to attain the knowledge and skills they need to read proficiently by the end of third grade.

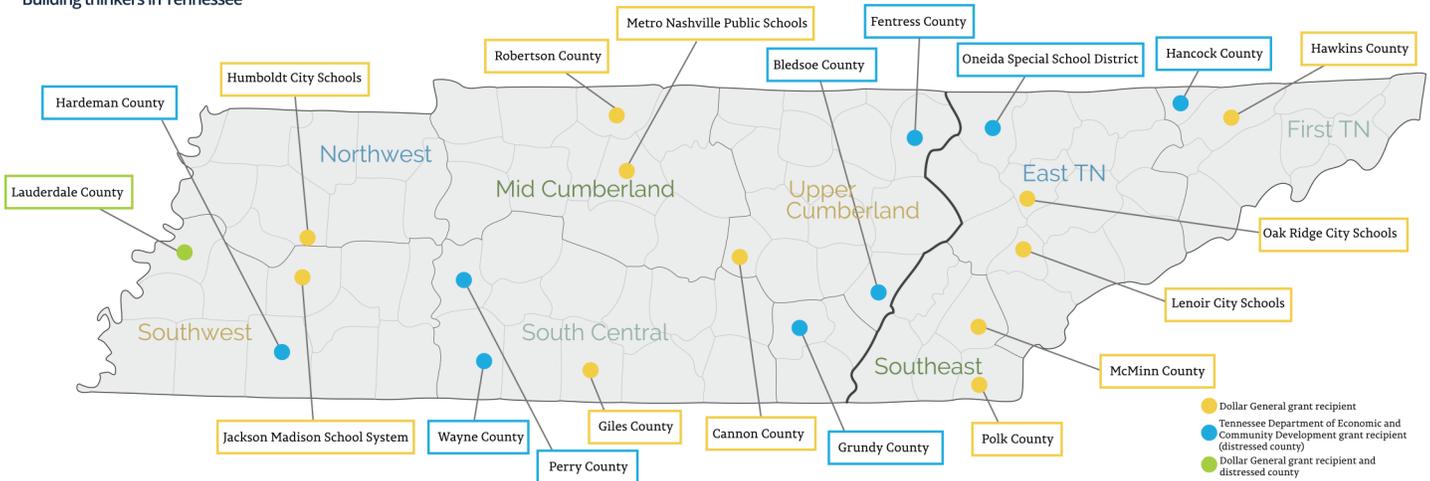
In February, the Dollar General Literacy Foundation gave a **\$1 million gift** to be used over three years to fund this summer programming in Tennessee. This year, the department received **224 proposals**, and **12 programs** across the state were funded.

The Tennessee Department of Economic and Community Development then funded **eight additional summer programs** in distressed counties, which rank in the bottom 10 percent of the nation's counties on the basis of per capita income, poverty, and unemployment.



READ TO BE READY SUMMER GRANT RECIPIENTS

Building thinkers in Tennessee



2016 Read to be Ready Summer Grant Program

Understanding the report: Throughout this report, you will see boxes that communicate important data to you. Below is an explanation of these data:

<p>21 Books Sent Home Per Child</p>	<p><i>Books Sent Home Per Child:</i> This metric represents the number of new, high-quality books each camp participant received to place in his or her at-home library. The average number of books sent home per child across all programs was 21.</p>
<p>11,785 Total Books Sent Home</p>	<p><i>Total Books Sent Home:</i> This metric represents the total number of new, high-quality books each site sent home with students. The total number of books that were sent home with students across all programs was 11,785.</p>
<p>598 Family Members Engaged</p>	<p><i>Family Members Engaged:</i> This metric represents the number of family members who engaged in camp activities, including field trips, literacy nights, and camp celebrations. The total number of family members engaged across all programs was 598.</p>
<p>23,800+ Hours of Reading & Writing</p>	<p><i>Hours of Reading & Writing:</i> This metric represents the number of hours that students spent reading and writing while they attended camp. The total number of hours students spent reading and writing at camp exceeded 23,800 hours across all sites.</p>
<p>574 Students Served</p>	<p><i>Students Served:</i> This represents the number of struggling readers in first through third grade who attended the Read to be Ready programs this summer and received high-quality literacy instruction.</p>

Dollar General Literacy Foundation Recipients

Twelve programs, listed in the table below, were awarded Read to be Ready summer grants because of the generosity of the Dollar General Literacy Foundation.

On average, these programs sent **22 new, high-quality books** home with each student and served an average of **30 students** per camp. Over the course of the summer, these programs engaged with a total of **384** family members.

Students who attended camp at these sites wrote for over **6,300 hours** and read for over **9,300 hours**. Additionally, five of the programs tracked student reading at home, and these students and families read an impressive **800 hours** outside of camp!

Region	School District
Northwest	Humboldt City Schools
Southwest	Jackson-Madison Schools
Southwest	Lauderdale County
Mid Cumberland	Metro Nashville Public Schools
Mid Cumberland	Robertson County
South Central	Giles County
Upper Cumberland	Cannon County
East	Oak Ridge City Schools
East	Lenoir City Schools
Southeast	McMinn County
Southeast	Polk County
First TN	Hawkins County



Tennessee Department of Economic and Community Development Recipients

Eight programs, listed in the table below, were awarded Read to be Ready summer grants because of the generosity of the Tennessee Department of Economic and Community Development. Because these programs received their grants in a second round of unexpected funding, these leaders had only a few weeks to plan, prepare, recruit, and purchase the materials needed to host a successful camp. We appreciate their commitment to the students and families in their communities.

On average, these programs sent **20 new, high-quality books** home with each student and served an average of **23 students** per camp. Over the course of the summer, these programs engaged with a total of **214 family members**.

Students who attended camp at these sites wrote for over **3,100 hours** and read for over **4,900 hours**. Additionally, one of the programs tracked student reading at home, and these students and families read an impressive **300 hours** outside of camp!

Region	School District
Southwest	Hardeman County
South Central	Perry County
South Central	Wayne County
Upper Cumberland	Fentress County
Upper Cumberland	Bledsoe County
Southeast	Grundy County
East	Oneida Special School District
First TN	Hancock County



Data Trends Across All Programs

This summer the educators who hosted Read to be Ready literacy camps used various methods to measure student performance and growth. While this makes it slightly more challenging to analyze the data, **students at different ages and ability levels are often assessed differently**. The findings reported here are based on relatively small samples of students (approximately 25 – 50 each) who share a common data source (e.g., pre- and post-test scores on a fluency assessment).*

Fluency increased by an average of 23 percent.

Fluency refers to a child’s ability to smoothly and accurately read aloud. Fluency is known to be a very strong predictor of later reading comprehension. Building fluency can also help children gain confidence in their own reading.

Decoding ability increased by an average of 44 percent.

Decoding refers to a child’s ability to sound out words from print. It is what allows children to read words that they have never encountered. Students are often assessed in decoding by being asked to read “nonsense” words, or words that are not real.

Phonemic awareness increased by an average of 66 percent.

Phonemic awareness refers to a child’s ability to recognize and manipulate letter sounds and is a critical foundational skill. Children with low phonemic awareness are much more likely to struggle with reading.

95 percent of camps reported an increase in student confidence and interest.

Camps submitted narratives describing the camp experiences of students. Of the 20 submissions, 19 specifically mentioned and provided evidence of how the camp positively influenced the attitudes struggling readers felt toward reading and writing.

*Because of differing data collection methods, the data analysis above is based on those students across all program sites that were assessed on a particular skill at the beginning and end of camp.

Read to be Ready Summer Grant Site Reports

Bledsoe County Schools

Students who attended this summer program collectively wrote more than 80 hours and read more than 120 hours. All 20 students 100 percent grew in their reading and writing skills. Elizabeth Hannah stated, “By the end of camp, the students loved to partner read with their books and share about what they were reading with teachers and peers.”

“One of our students was convinced he couldn’t read. However, on our last day he chose a book that had not been previously read to him and read it to his teacher. The smile on his face showed how proud he was when he discovered he could read a book of his own choice with no prompting from an adult.”

Program Director:
Elizabeth Hannah

Students Served:
20

Program Dates:
July 11-July 22, 2016

Location:
Pikeville Elementary School
Pikeville, TN



23
Books Sent
Home Per Child

460
Total Books
Sent Home

10
Family Members
Engaged

300+
Hours of Reading
& Writing

Cannon County Schools

Melisha Simmons & MaryBeth Young, Program Co-Directors

June 13-July 21, 2016 | 25 Students Served

Woodbury Grammar School | Woodbury, TN

14 Books Sent Home Per Child	350 Total Books Sent Home	20 Family Members Engaged	400 Hours of Reading & Writing
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The students who attended this summer program collectively wrote for 133 hours and read for 267 hours. Additionally they read for over 130 hours at home. Overall, **82 percent** of students made growth or held steady in their reading and writing skills. The program directors reported that **all students grew their love of reading and writing** and that they had become more noticeably confident in their roles as readers and authors.



“Prior to camp, we spent several long days and nights preparing. After a couple of 14 to 15 hour days, we looked at each other and said, “Never again.” That idea lasted until the first afternoon! On the way out the door, we heard, “Bye Mrs. Melisha. Bye Mrs. Young. I will see you tomorrow! Thanks for making reading fun!” We looked at each other and knew that all those long days and nights were worth it.”

Fentress County Schools



Students who attended this summer program collectively wrote more than 500 hours and read more than 500 hours. Karen and Tammy determined through leading this program that there is a great **need for writing to be embedded** more frequently into everyday lessons and that using authentic text is important for student growth.

Program Co-Directors:
Karen Beaty & Tammy Crouch

Students Served:
32

Program Dates:
July 6-July 30, 2016

Location:
York Elementary School
Jamestown, TN

6
Books Sent
Home Per Child

192
Total Books
Sent Home

51
Family Members
Engaged

1,000+
Hours of Reading
& Writing

“A rising first-grade struggling student informed his family that, because of this program, he realized books were his best friend.”



Giles County Schools

Tina Smith & Cindy Young, Co-Program Directors | June 6-July 1, 2016
26 Students Served | Pulaski Elementary School | Pulaski, TN

36
Books Sent
Home Per Child

936
Total Books
Sent Home

24
Family Members
Engaged

1,300+
Hours of Reading
& Writing



Students who attended this summer program collectively wrote more than 300 hours and read more than 1,000 hours. Instructors saw the greatest gains in nonsense word fluency and oral reading fluency; they reported that **25 out of 26 students grew in their reading skills** while one student maintained. One of the instructors had this to say about the program, “I have **sharpened my ability to motivate students and teach skills**. I have learned new strategies for independent, paired, and small group reading.”

“Beginning on the sixth day of the program, the children chose a book to take home daily. Each day, as soon as they got their books, they started reading and sharing with others. They read in the bus line and in the car line. Their excitement for reading was contagious.”



Grundy County Schools

12+ Books Sent Home Per Child	434 Total Books Sent Home
20 Family Members Engaged	1,500+ Hours of Reading & Writing

Students who attended this summer program collectively wrote more than 500 hours and read more than 1,000 hours. **All students either grew or maintained their reading and writing skills.**

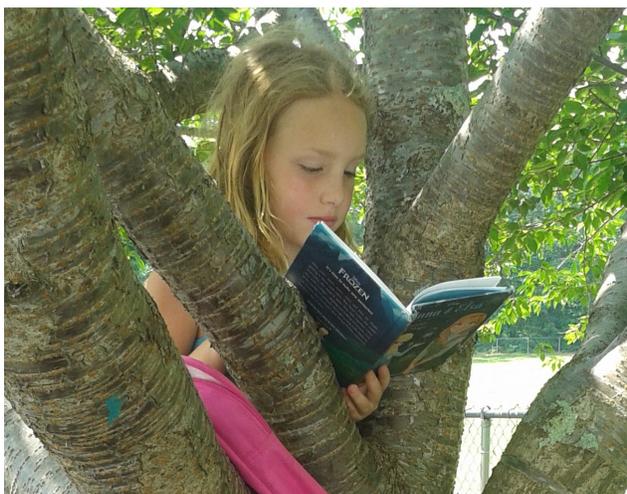
According to Suzan Richardson, "By the end of camp, students were sharing more with their peers and their writing activities were becoming longer and more detailed."

Program Director:
Suzan Richardson

Program Dates:
June 23-July 16, 2016

Students Served:
31

Locations:
North Elementary School
Pelham Elementary School
Tracy City Elementary School
Swiss Memorial School



"Because of this program, teachers are planning to incorporate more books and activities into their classrooms. One school plans to use cooking as a way to increase student involvement and skill instruction."

Hancock County Schools

Students who attended this summer program collectively wrote more than **140 hours** and read more than **200 hours**. Of the 18 assessed students, **17 grew in their reading and writing skills** and one student maintained skills from the previous spring. According to Jacklyn Bailey, **student engagement** was a strength of the program.

“The day we sent new books home a parent stopped in the middle of the parking lot. We thought something was wrong, but it turned out the child was so excited she made her parent stop so she could read one of her new books with her.”

Program Director:
Jacklyn Bailey

Students Served:
18

Program Dates:
June 24-July 22, 2016

Location:
Hancock County Elementary School
Sneedville, TN



32
Books Sent
Home Per Child

576
Total Books
Sent Home

26
Family Members
Engaged

340+
Hours of Reading
& Writing

Hardeman County Schools

Betsy Lucas, Program Director | July 5-July 27, 2016

20 Students Served | Bolivar Elementary School | Bolivar, TN



Students who attended this summer program collectively wrote more than 200 hours and read more than 800 hours. According to Betsy Lucas, **all 20 students maintained their decoding skills.** She said, “The students who participated this summer know that reading is not limited to what level they are assigned. They know that **there are people in the world who love to read** and cannot wait to get more books.”

7+
Books Sent
Home Per Child

144
Total Books
Sent Home

16
Family Members
Engaged

1,000+
Hours of Reading
& Writing



“One of our students was a third grade repeater who had been struggling to learn to read and engage in reading for years. However, during this program, he was a different child. He seemed interested in stories, asked questions, and made connections to previous knowledge. When we went to the bookstore on a field trip, there was no restriction on what books he could choose to buy, and he chose mystery-themed chapter books that were higher than his grade level. It was inspiring to see this student choose something that was challenging when he could have chosen anything.”

Hawkins County Schools

Carrie Smith, Program Director | June 13-July 15, 2016

15 Students Served | Surgoinsville Elementary School | Surgoinsville, TN

10 Books Sent Home Per Child	150 Total Books Sent Home	24 Family Members Engaged	500+ Hours of Reading & Writing
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The students who attended this summer program collectively wrote for more than **100 hours** and read for more than **400 hours**. Qualitative data revealed that



every student increased their writing stamina. Of the 12 students that were formally assessed in reading, **eight of them grew their skills.** In fact, six of these students met “aggressive goals,” which are expected from students receiving intervention services. Four students maintained their skills. The program engaged **14 volunteers** and had **five strong community sponsors**, including the Church Hill Library and the local Farmer’s Market.

“She came to camp with a poor attitude toward reading and writing and had been labeled as a potential behavior problem. At first, she was reluctant to try many activities. By the second week, she noticeably improved in both attitude and effort. She made tremendous gains in self-confidence and in getting along with her peers. By the end of the summer, she could write without having to be coached and when working on STEM projects she learned to persevere rather than give up.”



Humboldt City Schools

Kristin Hardin, Program Director | June 1-June 29, 2016
25 Students Served | East Elementary School | Humboldt, TN

43 Books Sent Home Per Child	1,075 Total Books Sent Home	20 Family Members Engaged	1,200+ Hours of Reading & Writing
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The students who attended this summer program collectively wrote for 500 hours and read for 750 hours. Every evaluated student increased their number of correct words per minute on the final fluency test by an average of 13 words. Kristin Hardin believed that the most meaningful gains were seen in the **motivation and confidence level of students**. Just one of the ways instructors saw an example of this increase was when students who usually would not read aloud began to volunteer. Hardin stated, **“These were the ‘gains’ that we took the most pride in because this is so hard to do in the regular school year.”**



“One student was extremely reluctant to share and did not say anything during journal share time in week one. By the end week two, she overcame her shyness and began sharing her writing with the class. She gained so much confidence in her writing that she even read a journal entry for the families at our last Family Expedition Time.”

Jackson-Madison County Schools

30
Books Sent
Home Per Child

600
Total Books
Sent Home

35
Family Members
Engaged

700+
Hours of Reading
& Writing

Students who attended this summer program collectively wrote more than 130 hours and read almost 600 hours. Of the 18 assessed students, 16 grew at least one reading level or maintained their reading skills. Kristin Peachey reported, “They are at or closer to grade level and have developed confidence in their reading skills.”



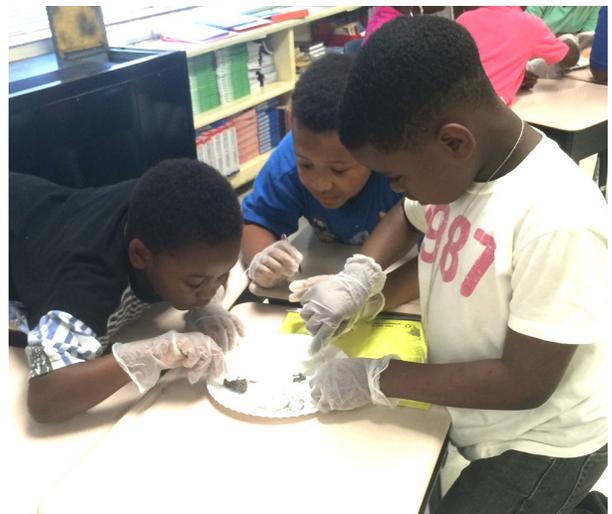
Program Director:
Kristin Peachey

Students Served:
20

Program Dates:
June 1-June 28, 2016

Location:
Alexander Elementary School
Jackson, TN

“He’s now excited about reading. He has built his self-confidence and even his behavior has been more positive at home. I have faith that this program and the teachers have given my son something he will take with him the rest of his life. Not just learning to read, but I’ve noticed he’s happier, more confident, and has become more responsible.”



Lauderdale County Schools

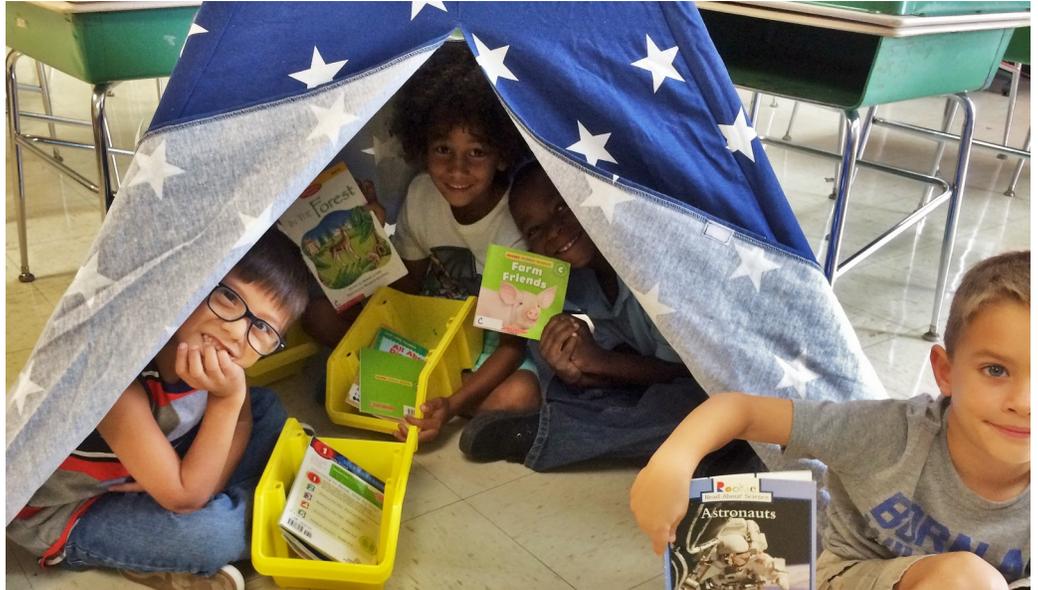
Jennifer Jordan, Program Director | June 13-24 & July 11-22, 2016
66 Students Served | Halls & Ripley Elementary | Ripley Primary

13
Books Sent
Home Per Child

858
Total Books
Sent Home

45
Family Members
Engaged

1,700+
Hours of Reading
& Writing



Students who attended this summer program collectively wrote over 850 hours and read over 850 hours. The program also provided **141 books to parents**. Jennifer Jordan stated, “Parents were also considered in our outcomes. We wanted to engage them in training sessions related to interactive read aloud and literacy strategies. These sessions were **attended by one-third of the parents**; they were extremely appreciative and engaged. Many of them requested that additional sessions be planned for this upcoming year.”



“His dad got teary-eyed and said, ‘I just want to thank you for what you did for my son. He hated school and did not think he was smart. I have seen such a change over this summer. You all helped my son love school and love to read.’”

Lenoir City Schools

Students who attended this summer program collectively wrote more than 750 hours and read more than 800 hours. Wendy Jones reported, “Seeing students’ responses to literature activities around our garden reminds us to **connect literature to what students know in order to increase understanding and motivation.**” She also stated, “This year we will be using read alouds of meaningful and complex text to continue to expose students to rich language and higher order questioning.”



Program Director:
Wendy Jones

Students Served:
33

Program Dates:
June 6-July 15, 2016

Location:
Lenoir City Elementary School
Lenoir City, TN

20
Books Sent
Home Per Child

660
Total Books
Sent Home

60
Family Members
Engaged

1,500+
Hours of Reading
& Writing



“He was a reluctant reader. He tried incredibly hard but just couldn’t move from decoding to comprehension to enjoyment. By the end of the first week, he was hooked on reading. He went home and read the books that he was given to his family and to himself. He maintained the desire to read all throughout camp.”

McMinn County Schools

10 Books Sent Home Per Child	220 Total Books Sent Home
12 Family Members Engaged	720+ Hours of Reading & Writing

Students who attended this summer program collectively wrote more than 320 hours and read more than 400 hours. Of the 12 assessed students, **10 grew their reading and writing skills**, and two students maintained their skills. Penny Davis said, “This program allowed them to build confidence in themselves and **see themselves as readers and writers.**”



Program Director:
Penny Davis

Students Served:
20

Program Dates:
June 13-July 11, 2016

Location:
Englewood Elementary School
Englewood, TN

“One of our kindergartners started out by answering all questions with ‘I don’t know’ or not saying anything at all. By the last week, he said, ‘On page five in the lightning bug book, it says lightning bugs sleep during the day and come out at night.’”



Metro Nashville Public Schools

Jeanne Fain, Program Director | June 20-July 15, 2016

37 Students Served | J.E. Moss Elementary School | Antioch, TN

10
Books Sent
Home Per Child

370
Total Books
Sent Home

37
Family Members
Engaged

2,600+
Hours of Reading
& Writing



Students who attended this summer program collectively wrote more than **1,000 hours** and read more than **1,500 hours**. At the start of the program, the students' mean running record score was 88.3. At the end of the program, it was **94.7**. **The growth of reading scores was statistically significant**. Additionally, Camp Explore data showed that students were significantly more likely to agree that **they enjoyed reading a book during free time** after going to camp. They were also more likely to report that they enjoyed reading out loud in class.

“A struggling reader came up to me and asked me if reading was a talent. Of course I thought it was a talent! I worked her in to be a reader of the day, and she practiced reading her book for a week. She read it perfectly and learned to approach reading with more confidence.”



Oak Ridge City Schools

Amelia Bell, Program Director | June 13-July 8, 2016

36 Students Served | Glenwood Elementary School | Oak Ridge, TN

12 Books Sent Home Per Child	432 Total Books Sent Home	27 Family Members Engaged	2,300+ Hours of Reading & Writing
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The students who attended this summer program collectively wrote for 1,000 hours and read for 1,300 hours. Additionally, families reported over 200 hours of reading at home. Of the 36 assessed students, 19 students showed no signs of learning loss while **16 students saw growth in their reading and writing skills.**

Amelia Bell said, “We had many, many wonderful ah-ha moments. One of the most impactful things we saw in practice was the **power of self-motivation.** Our campers were excited to try new things and take some academic risks in the small group settings. Children who struggled in the ‘regular’ classroom setting blossomed during camp!”



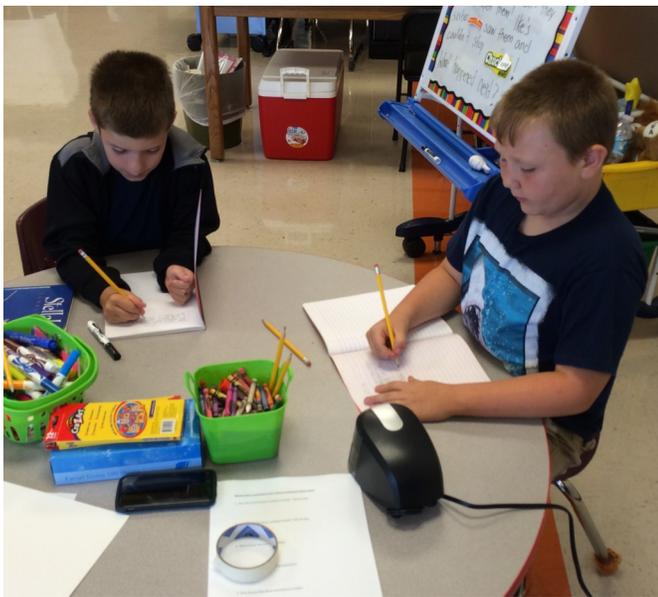
“One rising first grade student is very quiet and shy. She often seems disengaged or even sad because she is so quiet. During camp, she came in smiling every morning and participated fully in all our learning activities! Her grandmother told me at our Family Celebration that she asked her to read with her *every night* during camp!”

Oneida Special Schools

Denise May, Program Director | July 5-August 1, 2016
20 Students Served | Oneida Elementary School | Oneida, TN

54 Books Sent Home Per Child	1,080 Total Books Sent Home	23 Family Members Engaged	1,100+ Hours of Reading & Writing
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The students who participated in this summer program collectively wrote for more than **450 hours** and read for more than **600 hours**; they will receive **two monthly magazine subscriptions and meet monthly for a family literacy engagement session** after school for the remainder of the school year. Denise May shared, “All of the students had a changed attitude about the beginning of the school year and **felt they could begin the school year ready**. They had a confident attitude toward reading.” She added, “By the end of the program, **11 students stated they were extremely excited about reading a book during their free time.**”



“One student hated reading in the beginning, but soon after we began, he would curl next to the teacher to listen to books. By the end of the program, he said he wanted to become a reading teacher. Another student was so excited to write and illustrate that she decided she wanted to become an illustrator.”



Perry County Schools

Trena Graves, Program Director | June 27-July 25, 2016
30 Students Served | Linden Elementary & Lobelville School

11
Books Sent
Home Per Child

330
Total Books
Sent Home

34
Family Members
Engaged

1,800
Hours of Reading
& Writing



Students who attended this summer program collectively wrote **900 hours** and read **900 hours**. These students also read an impressive **300 hours** at home. Of the 30 students, **28 grew in their reading and writing skills**, and two students maintained them. Educators saw the largest improvements in confidence, writing skills, and comprehension skills. According to Trena Graves, “They looked forward to carrying each new book home to add to their library. We had all of the **children read to their families each night**. The parents commented on how excited the children were to read their new books to them.”

“One student had speech issues. She would almost always point instead of speak. On the last day, she would talk to everyone using at least four word sentences. She also absolutely loved reading the books at home. Her father could not read, so it was a special treat for her to read a story to him.”



Polk County Schools

Students who attended this summer program collectively wrote more than 900 hours and read more than 900 hours. Of the 21 tested students, 20 grew their reading and writing skills and one student maintained. According to Amy McAbee, “We feel that our students experienced a big confidence boost because of this grant. They became more excited about reading and choosing their own books. They also became more involved with their writing and eager to share their writing.”



Program Director:
Amy McAbee

Students Served:
57

Program Dates:
May 31-June 27, 2016

Locations:
Benton Elementary School
Copper Basin Elementary School
South Polk Elementary School

“Our teachers saw the benefits of allowing more student choice in reading materials and writing activities. Students began to look forward to writing instead of seeing it as an isolated, rigid assignment. Finding material and activities that reflect students’ interests will be more of a priority during the school year.”



23+
Books Sent
Home Per Child

1,342
Total Books
Sent Home

40
Family Members
Engaged

1,800+
Hours of Reading
& Writing

Robertson County Schools

Jennifer Cox, Program Director | June 6-July 1, 2016

27 Students Served | Westside Elementary School | Springfield, TN

45 Books Sent Home Per Child	1,215 Total Books Sent Home	40 Family Members Engaged	900+ Hours of Reading & Writing
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The students who attended this summer program collectively wrote for more than 350 hours and read for 550 hours. Additionally, students listened to more than 150 hours of reading. Of the 25 assessed students, 21 grew their reading and writing skills and four students maintained their skills. Jennifer Cox stated, “The program was an adventure and an academic success for all participants. Parents were truly appreciative. These students need the experiences a summer-camp type of program can provide: hands-on learning, field trips, lots of reading, writing, and friendship.”



“WE GET TO KEEP THESE BOOKS!?”

“At the beginning of the program, he was a reticent writer; we could only persuade him to write one or two sentences. By the end of the program, he was filling up the pages in his journal with his thoughts and ideas from books he was reading.”



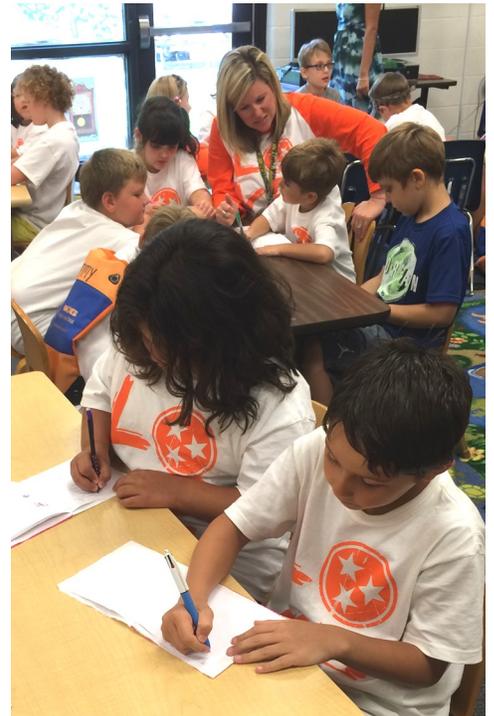
Wayne County Schools

Dana Keeton, Program Director | June 27-July 22, 2016
25 Students Served | Frank Hughes School | Clifton, TN

14+ Books Sent Home Per Child	361 Total Books Sent Home	34 Family Members Engaged	900+ Hours of Reading & Writing
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The students who attended this summer program collectively wrote for more than **300 hours** and read for more than **600 hours**. Based on the qualitative data collected by instructors, **24 out of 25 students grew or maintained their reading and writing skills.**

The program instructors shared what they learned over the summer during the county-wide inservice. About 30 grade level teachers attended two sessions during which the instructors displayed student work and discussed modeling, read alouds, writing prompts, and other methods they used during the program. Lead instructor, Cindy Davis, described her Read to be Ready program experience as, **“a dream and the best and most productive program I have been involved in.”**



“At the beginning of camp she was bashful and hesitant to participate, but by the second week, she began initiating conversations on her own and volunteering to read.”

Read to be Ready Summer Grant Financial Report and Opportunities

2016 Read to be Ready Summer Grant Financial Report

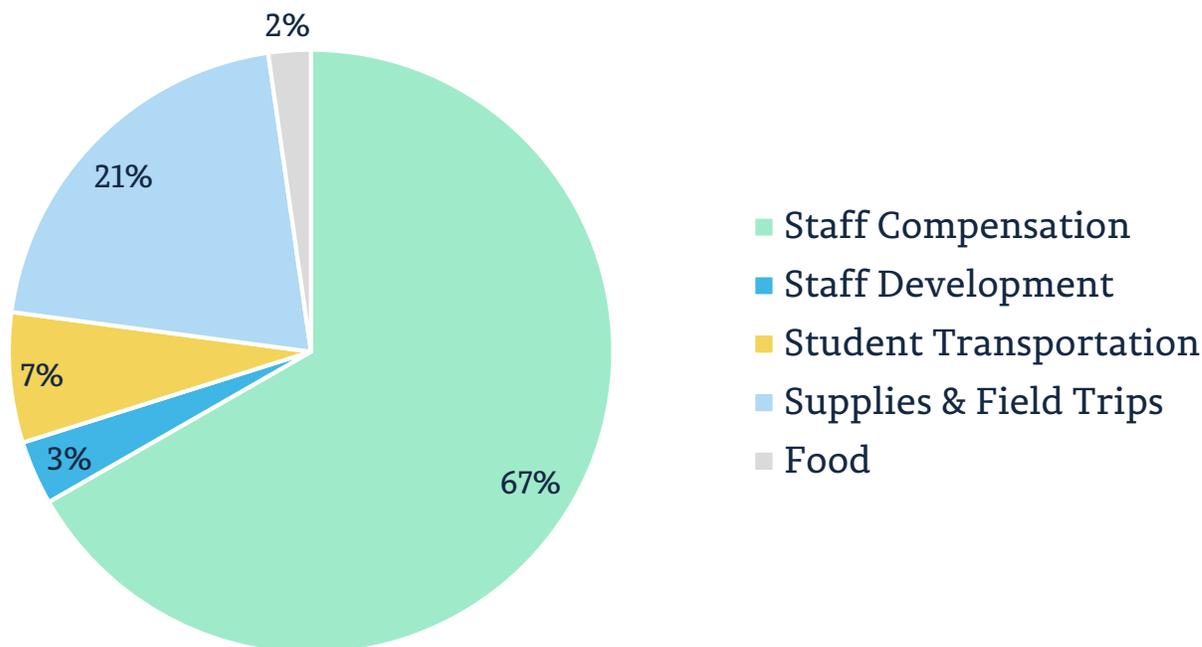
Total Investment: \$530,549*

Range of Grants Awarded: \$18,617-\$30,000

Average Cost per Student: \$924.30

Camps lasted a minimum of four weeks and the required teacher to student ratio was 1:5. Attendance was at **no cost to students or families**. The cost calculation above covered all food served to students, including breakfast, snacks, and lunch at most camps; transportation to and from the site at most camps; high-quality instruction; and all field trips that were taken over the summer. It also included all on-site materials, communications with families, and events that were held with and for families. Finally, this cost figure incorporated all books that were given to students to add to their at-home libraries.

Read to be Ready Summer Grant Spending



*This does not include any dollars that were invested from the community. Many camps received additional support from their local school districts, local businesses, and other education stakeholders that helped make their programs a success.

Opportunities to Improve the Read to be Ready Summer Grant Program

When we traveled this summer, we observed some ways to improve the grant experience for students and educators as we plan for the next two summers of grant administration:

Improving Training to Further Enrich Student and Educator Experience

- Help educators identify innovative, enjoyable ways to integrate writing into the daily schedule so students experience multiple purposeful writing experiences throughout the summer
- Take educators through a typical schedule students experience to show how to seamlessly integrate reading and writing throughout the day

Improving the Grant Administration to Better Inform and Prepare Educators for the Grant Process

- Lengthen the timeline to allow educators more time to recruit educators and students and plan for the summer grant
- Revise the rubric to better reflect application expectations and priorities
- Present all requirements of data collection at the beginning so educators feel prepared to share all needed information at the conclusion of the grant period



