



District/Governor's/Rotaract Grant Final Report 2021-2022

This report must be completed and uploaded on matchinggrants.org within 30 days after completion of the project but no later than 2 years after the date of approval of the project. For scholarships, the report is due 30 days after payment of funds.

District Grant # (from matchinggrants.org) P-3934

Rotary Club: Fort Collins After Work _____

Project Title: Remediating Reading by Kindle _____

Project Description:

1. Is this a scholarship governor's grant report? Yes ___ No x (If yes, go directly to line 16)
2. Briefly describe the project. What was done and where did the project activities take place? Explain how the beneficiaries and other community members were involved?

The Kindle for Kids readers were assigned to 7th grade students who were poor readers as measured by the MAPS test. Some students were reading two grades below their grade level. The school's literacy coordinator gave each student a choice of readings that were appropriate to their reading ability. Students could choose a reading (often a book) on a subject that interested them. As their ability improved, the literacy coordinator assigned a new selection of readings at progressively higher reading levels.

Some students' parents became actively involved in encouraging their kids' reading and some subsequently purchased their own Kindles.

3. How many Rotarians participated in this project? 1
4. What did they do? Please give at least two examples.

RAW President Ursula Harrison, who has used Kindles to improve reading in high school, met with the principal and literacy coordinator at a middle school in Poudre School District (PSD). Together they planned how to use the Kindles to encourage reading among poor readers. The literacy coordinator requested an initial batch of 22 Kindles for Kids and used 2 for planning the project and assigning readings

to students. At the request of the literacy coordinator, in March 2023 a further 7 Kindles for Kids were purchased. He has also requested that we provide funding for readings beyond the two years of free readings and for other Kindle readings that may be more appropriate for students' needs. We are considering his request.

5. How many non-Rotarians benefited from this project? >22

6. Who are the beneficiaries and what is the expected long-term community impact of this project?

The beneficiaries are the 7th grade students who participated in the project and many of their parents. The literacy coordinator also benefited. The long-term community impact of this project is significant. While initially only 20 Kindle for Kids were issued to students (see comments on budget below), not only those students and their parents were impacted. By improving the ability of poor readers, their work in all subjects will improve and ease the labor of their teachers.

7. If a cooperating organization was involved, what was their role?

The PSD middle school played a central role. RAW members may not participate directly in the education of PSD kids nor know the names or MAPS scores of individual participating students. Therefore, they cannot participate in the selection of assigned readings, the testing of participants, or otherwise assist in the assessment of reading students' ability or how to directly improve it.

8. Income:

Income Source	Amount
District 5440	2000.00
Rotary After Work	1275.40
Total Project Income	3275.40

9. Expenditures: (number receipts starting with 1 and indicate a receipt # (s) for each expenditure) (Do not include travel expenses)

If international project convert amounts to US dollars	Receipt # (s)	Budgeted Amount	Actual Amount
2 Kindles for Kids for Lit Coord prep work	1		137.33
22 Kindles delivered to school November 2022	2		2254.00
7 Kindles ordered March 2023	3		884.07
Total project expenditures			3275.40

10. Please explain any variance of more than 5% between the budgeted amount and the actual amount including the reason for the variance and why the alternative was chosen.

While 20 Kindle for Kids were distributed to students two more (purchased in September 2021 at a discounted price) were used by the Literacy Coordinator to plan and manage the project. By the time the majority of the Kindles were purchased, the total cost for each was \$112.70 for a total of \$2,254. At the literacy coordinator's request, in March 2023 we ordered 7 more Kindles at a unit cost of \$116.39 plus taxes and fees for a total of \$884.07. These will be delivered to the school next week.

We also were unable to persuade Amazon of our tax-free status and, therefore, had to pay state sales tax on all orders. For this reason, we were unable to purchase additional titles as budgeted.

We anticipate in future that we may avoid state sales tax as our application as tax-free is pending with Amazon.

11. Project score (5=strongly, 4=agree, 3= neutral, 2=disagree, 1=strongly disagree)

	Project Score	Comments
The overall project was successful	5	
The grant process worked well	5	
My interaction with partner clubs was good	n/a	
We achieved the results we expected	5	

12. Did you upload photos in your project on matchinggrants.org under the Photos tab? (If not, please do so)

We cannot provide photos of participating students and Amazon's photos of Kindles are copyrighted.

13. What worked well on this project and why?

As reported by the literacy coordinator after less than a full semester of operations:

"The Kindle readers have been a huge hit with our students and have inspired many students to increase their reading volume. We use the Maps test of reading growth in PSD, so I can compile some data for you on how the students with Kindles performed on their January Maps test vs. their September Maps test. I can also put together a few student testimonials about the benefits of the e-readers along with some of my qualitative observations."

Later he wrote:

"I was excited to see that the average growth was so exceptional for those Kindle readers. For context on these numbers, the 50th percentile for 7th graders on this assessment nationwide is a 214 in the Fall and a 217 in the Winter. At 5.8 the Kindle readers nearly doubled the growth of the average student nationwide. Our 7th grade cohort showed tremendous growth on this test this year, but the Kindle readers outperformed them as well. The 50th percentile for 7th Graders at CLP went from a 215.6 in the Fall to a 220.9 on the Winter test. The Kindle readers performed over half a point better than their outstanding pirate peers.

Beyond the impressive numbers, I have observed a substantial attitude and enthusiasm shift among many students that can be attributed to access to these readers. One student, in particular, has developed an incredible enthusiasm for reading on a Kindle. She is the student who had Kindle #18 checked out to her and went from a 191 to a 207 on her Maps test. Prior to the Kindle she was a very reluctant reader who required frequent redirects to get back on task as she would often be just staring at the wall during reading time."

His January data for 20 students shows an average 3% increase in their MAPs reading scores in just two full months. One student recorded a 10% increase in their MAPS score and three others increased 8%. Nearly every student increased their MAPS score more than otherwise would have occurred.

14. What did not work well and how would you suggest improving it?

The project, as initially conceived, was designed to coordinate with the Children's Speech and Reading Center to teach pre-school kids—especially those for whom English is their second language—how to read. After some experiments along those lines, Mrs. Harrison decided that it would be better to help upper elementary or middle school students improve their reading ability prior to entering high school and the workforce. This meant that the selection of students and of readings now had to be managed within the school. Unfortunately, this greatly reduced the possible participation of RAW members in the project. However, the initial results are gratifying and justify extending the project as now modified to other PSD schools.

15. How was this project publicized?

This project was only designed to prove the efficacy of Kindle readers. With its success, we intend to expand the delivery of Kindle readers to other PSD schools at which time we shall publicize its existence and its impacts.

16. Scholarship Governor's grant only

- a. Name of scholarship awardee _____
- b. Current school _____
- c. University of college they will be attending _____
- d. Course of study _____
- e. Starting date _____

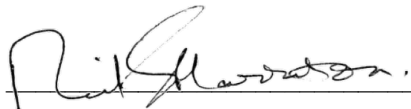
Project Inventory

Please list all items provided in this grant that are over \$500 in value and are not expendable.

Item Purchased	Date of Purchase	Cost	Initial Destination/ Location	Comments

By signing this report, I confirm that to the best of my knowledge these District Grant funds were spent only for eligible items in accordance with Trustee-approved guidelines, and that all the information contained herein is true and accurate. Receipts for all grant-funded expenditures are attached. I also understand that all photographs submitted in connection with this report will become the property of RI and will not be returned. I warrant that I own all rights to the photographs, including copyright, and hereby grant the District, RI and TRF a royalty free irrevocable license to use the photographs now or in the future, through the District and the world in any manner it so chooses and in any medium now known or developed. This includes the right to modify the photographs as necessary in the District's and RI's sole discretion. This also includes, without limitation, use on or in the web sites, magazines, brochures, pamphlets, exhibitions and any other promotional materials of the District, RI, and TRF.

Please attach all receipts or an invoice and a copy of the check used to pay the invoice. Funds over \$100 not used must be returned to the district grants treasurer.

Certifying signature of primary contact  Date: 04/09/2023

Print name _Neil Harrison_____

Upload this report on matchinggrants.org in .pdf format only