Iowa's Reading First Grant Program for Eligible School Districts

Application for
LOCAL READING IMPROVEMENT GRANTS
Kindergarten through Grade 3

Grant Period: May 2003-July 2006

SUBMISSION DEADLINE: February 28, 2003, by 4:30 p.m.

Questions about the application or review process should be directed to Jim Reese, Administrative Consultant, Iowa Department of Education, at jim.reese@ed.state.ia.us or 515-281-8402.

STATE OF IOWA
Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319-0146

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It is the policy of the Iowa Department of Education not to discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age or marital status in its programs or employment practices. If you have questions or grievances related to this policy, please contact the Bureau of Administration and School Improvement Services, Grimes State Office Building, Des Moines, Iowa 50319, (515) 281-5811.

IOWA'S READING FIRST PROGRAM **Due Date:** February 28, 2003

Application Cover Sheet

PLEASE TYPE.

NOTE: Superintendent signature required.

Office Use Only

Grant #: RF _____ AEA #: _____ Date: _____

2003 Local Reading Improvement Grant Application

School District or Lead Agency: _____

Superintendent of Lead Agency: _____

Signature of Lead Agency Superintendent: _____

Phone #: _____ FAX #: _____ e-mail: _____

Lead Agency Address:

_____

Street/P.O. Box City Zip

Schools to be Served through the Local Reading First Program:

_____

_____

Total Amount of Reading First Funds Requested: _____

Grant Manager (the person who can answer questions about this application):

Name & Title: _____

Address: _____

Phone #: _____ FAX #: _____ e-mail: _____

Individual Authorized to Sign Grant Agreement:

Name & Title: _____

Address:

_____

Street/P.O. Box City Zip

Phone #: _____ FAX #: _____ e-mail: _____

To be eligible for funding beginning in May 2003, grant applications must be received at the Iowa Department of Education by February 28, 2003, no later than 4:30 p.m.

NOTE: This cover sheet MUST be completed and submitted with grant application. Submit one (1) original and two (2) copies for a total of three (3).

IOWA'S READING FIRST PROGRAM
Assurance Form
NOTE: Superintendent signature required.

Part A: Nondiscrimination:
The school district assures that in carrying out the grant it will comply with federal and state laws which prohibit discrimination on the basis of gender, race, national origin, disability, age, and religion in educational programs. Multicultural, gender fair approaches will be used.

Part B: Control of Funds
The school district hereby assures that it is responsible for the control of funds received under this grant.

Part C: Fiscal Control and Accounting Procedures
The school district hereby assures that it will:

- make reports when requested by the state fiscal agency;
- maintain records and provide access to those records when requested by the state fiscal agency;
- maintain all supporting documentation of the status and results of the Reading First program for up to five (5) years following completion of grant award.

Part D: Program Accountability
(1) The school district's grant manager or fiscal officer will notify the Iowa Department of Education immediately any time a deviation occurs or necessity arises to alter any of the goals, program description, budget or other sections as stated in the grant application.

(2) The school district assures it will (a) implement instructional strategies and programs, and teaching models that are based upon scientifically based reading research, (b) participate in the State's evaluation of Iowa's Reading First program, and (c) if asked, participate in the national evaluation of the Reading First program conducted under the auspices of the U. S. Department of Education.

(3) The school district assures that the assessments required by Iowa's Reading First evaluation plan will be administered by individuals who have been trained to administer such assessments and that the resulting and required data from the assessments will be submitted as required by the evaluation plan.

(4) The school district assures that it has consulted with private schools within its attendance area to satisfy the requirements of Section 9501 of ESEA (Participation by Private School Children and Teachers) during the design and development of its Reading First plan, including, as appropriate to the private schools' decisions about participation, determining the eligibility of private school children; identifying the children's needs; what services will be offered; how, where and by whom services will be provided; and how the services will be assessed. The school district assures that agreed to services for private school children and their teachers or other educational personnel will be provided on an equitable basis with public school children and teachers, and that the services will be provided in a timely manner. The contacts and results of the contacts with private schools have been documented and are maintained on file in the district.

Local School District: _____

Superintendent: _____

Superintendent's Signature: _____ Date: _____

I. *Reading First* Program Overview

The Reading First program focuses on putting proven methods of early reading instruction in classrooms. Through Reading First, States and districts will receive support to apply scientifically based reading research – and the proven instructional and assessment tools consistent with this research – to ensure that all children learn to read well by the end of third grade. The Reading First program will provide the necessary assistance to States and districts to establish research-based reading programs for students in kindergarten through third grade. Funds will also support a significant increase in professional development to ensure that all teachers have the skills they need to teach these reading programs effectively. Additionally, the program provides assistance to States and districts in preparing classroom teachers to screen, identify and eliminate reading barriers facing their students.

Each State Educational Agency (SEA) will award subgrants to eligible local educational agencies (LEAs) on a competitive basis. In order to fulfill the intent of the legislation – to ensure that every student can read at grade level or above by the end of third grade – an SEA should develop selection criteria that distinguish among the quality of programs and approaches proposed by applicants. SEAs should fund those proposals that show the most promise for raising student achievement and for successful implementation, particularly at the classroom level. Only programs that are based on scientifically based reading research are eligible for funding through Reading First.

In awarding competitive grants to LEAs, SEAs must make awards that are of sufficient size and scope to enable LEAs to improve reading instruction. The amount awarded to each LEA must relate to the number or percentage of K-3 students in that LEA who are reading below grade level. In addition, the percentage of Reading First funds awarded to an LEA may not be less than the percentage that LEA received of the State's Title I Part A funds during the previous fiscal year. SEAs should also ensure that LEAs will distribute sufficient funding to eligible schools to implement effective reading programs (U. S. Department of Education, Reading First Program, Application for State Grants for Reading First, April 2002).

II. Iowa's *Reading First* Plan

Iowa's *Reading First* plan is designed to improve the early reading achievement of children, kindergarten through third grade, so that all children are reading at grade level at least by the end of third grade. Consistent with the provisions of the *Reading First* program, the plan emphasizes the following:

(1) the use of scientifically based reading research findings and the essential components of reading instruction by teachers serving kindergarten through third grade children;
(2) the use of valid and reliable assessment tools for screening, diagnostic assessment, and ongoing classroom based instructional assessment by classroom, Title I, special education, and other teachers who provide reading instruction to children in kindergarten through third grade;
(3) the provision of significantly increased quality teacher professional development to ensure that kindergarten through third grade teachers, including K-12 special education, Title I, and other developmental and reading teachers, have the skills – both instructional and assessment – necessary to accelerate the reading development of young children;
(4) the continued development and refinement of a statewide infrastructure to (a) improve reading instruction and reading achievement, kindergarten through third grade, and (b) provide quality, research-based professional development and technical assistance to the state's LEAs.

The ultimate outcome of the plan is to have every child reading at grade level or above by the end of third grade. The foundational principles of the plan are:

(1) The reading achievement of children in kindergarten through grade three can be accelerated if classroom and support teachers provide a comprehensive reading program that employs instructional practices and strategies that have been proven through scientifically based research to improve reading performance.
(2) By using well-designed, valid and reliable assessment tools for screening, diagnosis, and ongoing classroom assessment of progress in reading, classroom and support teachers can adjust instruction according to individual needs of students and significantly reduce if not eliminate failure in learning to read.
(3) Early intervention by classroom and support teachers that employs instructional programs, practices and strategies that have been proven through scientifically based research to accelerate the development of reading in children who are struggling in learning to read can prevent significant, long-term reading difficulties.

The specific goals of the plan are:
(1) All children will be reading at grade level or above by the end of 3rd grade.
(2) Teachers providing reading instruction to kindergarten through 3rd grade children as well as K-12 special education teachers will be skilled in using instructional strategies and models, programs and materials that have demonstrated effectiveness through scientifically based reading research, and screening, diagnostic and classroom-based assessments that are valid and reliable.
(3) LEA, AEA and Department leadership will be skilled in providing professional development and technical assistance in:
   (a) the essential components of reading instruction;
   (b) the application of these components to the development and implementation of a comprehensive reading program (classroom and intervention) based on scientifically based reading research; and,
   (c) the study of the effects of a comprehensive reading program on student achievement.

III. Local *Reading First* Plan

An eligible school district's *Reading First* plan will need to address all the components identified in Section XIII. In addition, eligible school districts will need to consider all of the standards and criteria presented in Appendix H in the development of their plans.

IV. Eligible School Districts

The following 31 school districts are eligible to participate in the *Reading First* competitive grant application process:

Albert City-Truesdale Community School District (5)
Alden Community School District (6)
Chariton Community School District (15)
Charter Oak-Ute Community School District (12)
Clearfield Community School District (14)
Columbus Community School District (9)
Council Bluffs Community School District (13)
Davenport Community School District (9)
Davis County Community School District (15)
Des Moines Independent School District (11)
Diagonal Community School District (14)
East Greene Community School District (5)
Fremont Community School District (15)
Garnavillo Community School District (1)
Malvern Community School District (13)
Missouri Valley Community School District (13)
New Market Community School District (14)
Ottumwa Community School District (15)
Red Oak Community School District (14)
River Valley Community School District (12)
Russell Community School District (15)
Sentral Community School District (3)
Seymour Community School District (15)
Sigourney Community School District (15)
Sioux City Community School District (12)
South Page Community School District (13)
South Tama Community School District (6)
Storm Lake Community School District (5)
Twin Rivers Community School District (5)
Waterloo Community School District (7)
Wall Lake View Auburn Community School District (5)

(Note: Number in parenthesis indicates the AEA that serves the LEA.)

Funding Priority: In determining awards to eligible LEAs under the state's competitive subgrant application process, funding priority will be given to the LEAs that meet the selection criteria and one of the following:
(1) At least 15 percent of the students served by the eligible LEA are from families with incomes below the poverty line. The LEAs in the above list that meet this criterion are:

Alden Community School District (20.12)
Chariton Community School District (15.77)
Charter Oak-Ute Community School District (18.1)
Clearfield Community School District (53.33)
Davenport Community School District (19.19)
Davis County Community School District (24.55)
Des Moines Independent School District (17.31)
Diagonal Community School District (22.92)
Fremont Community School District (21.37)
Malvern Community School District (18.32)
New Market Community School District (40.82)
Ottumwa Community School District (19.31)
Russell Community School District (22.22)
Seymour Community School District (35.76)
Sigourney Community School District (16.84)
South Page Community School District (17.13)
South Tama Community School District (15.01)
Wall Lake View Auburn Comm. Sch. Dist. (20.69)

Waterloo Community School District (21.51)

or,

(2) At least 6500 children served by the eligible LEA are from families with incomes below the poverty line. None of the eligible LEAs meet this criterion.

The eligible school districts which meet the aforementioned funding priority will be given first priority for funding if their applications are judged by the Review Panel team members to meet the selection standards and criteria. In the event that the application of any of these priority status school districts is not judged as meeting the selection criteria, the funds requested in the application will be held until the school district is contacted, and if the school district wishes to continue the application process, additional technical assistance provided and the school district's application resubmitted. If the resubmitted application is judged by the K-3 Reading Team to satisfactorily address the revisions identified by the Review Panel Team, then the school district will be awarded Reading First funding.

Consortium of Eligible School Districts: Eligible school districts can submit an individual agency application or enter into an agreement with other eligible school districts to submit a consolidated, consortium application. To receive funds, applications from a consortium of eligible school districts must (1) be recommended by the Review Panel for funding, (2) include a signed letter of agreement from the superintendent of each participating eligible school district, (3) include the required assurances from each school district participating in the consortium, and (4) provide a unified budget to be administered by one of the participating school districts functioning as the consortium's fiscal agent.

V. Intent to Apply

In order to effectively plan for the review of applications, the Department requires each eligible school district to notify the Department by **November 15, 2002**, whether it intends to submit an application and if so, whether it intends to do so as an individual agency or participate in a consortium of eligible school districts. The notice of intent to apply does not obligate a school district to apply either as an individual agency or as a participant in a consortium. The notice of intent to apply (an e-mail message from the superintendent or the district's Reading First Contact) needs to be sent to Jim Reese, Administrative Consultant, Iowa Department of Education, at jim.reese@ed.state.ia.us.

VI. Awards

Eligible school districts or a consortium of eligible school districts may apply for a Local Reading Improvement grant. Grant awards will be for a 39-month period, May 2003 through July 2006. Each applicant will determine the amount of the grant needed and indicate that amount in the application. Applicants are advised to consider the funding level ranges recommended by the Iowa Department of Education. The Department reserves the right to reduce, increase or negotiate the amount of an award. A total of $13,808,163 is available for the Local Reading Improvement grant program for the previously identified 39-month period. The amount of an award will be dependent upon the size and scope of the activities described in the application, and the need – the number or percentage of children in kindergarten through 3rd grade in the school district who are reading below grade level. However, each eligible school district that receives an award through the competitive grant process is guaranteed an amount that is at least the same percentage of the state's total Reading First subgrant funds as the school district received of the total Title I, Part A funds received by all the school districts in the state for the preceding fiscal year. For example, if a school district received 3 percent of the total amount of the state's Title I, Part A funds in FY 2001, that school district must receive at least 3 percent of the total amount of Reading First funds subgranted in the state in FY 2002.

Additionally, the state must ensure that the grants are of sufficient size and scope to enable eligible school districts to fully implement programs to improve reading instruction and make significant progress toward the goal of all students reading at grade level or above by the end of 3rd grade. The amount of funds awarded to a school district must also relate to the number or percentage of students in kindergarten through 3rd grade in the school district who are reading below grade level.

The requirement of a minimum amount of grant funds using the Title I, Part A percentage as described above does not create an entitlement for the eligible school districts. In order to be considered for funding, the eligible school districts must submit applications that satisfy the "Meets Criteria (Appendix I)" as determined by the Review Panel.

Applying the "Title I percentage of state Title I funds" to establish the minimum amount of funding that eligible LEAs will receive if awarded a grant, the subgrant awards (for the 39-month period), at a minimum, could range in size from $61,721 to $1,239,303 if all eligible LEAs apply as individual agencies. If LEAs opt to form consortia, the Department projects that the upper limit of the range could reach $1,713,700 and perhaps even higher depending upon the eligible LEAs that agree to participate in a consortium.

In addition to applying the "Titile I based minimum" to awards, the awarding of amount over the minimum will be based on the following:

(1) Need
   (a) the number and percentage of students in kindergarten through 3rd grade who are reading below grade level, and
   (b) the extent to which the LEA or LEAs within a consortium and their respective schools need to alter their comprehensive reading program.
(2) Size
   (a) the number of classroom and support teachers, and other school and administrative personnel that are included in an LEA's or consortium's plan, and
   (b) the number of schools within an LEA or a consortium that are included in it's Reading First plan.
(3) Scope
   (a) the extent of the professional development effort that the LEA or consortium needs to engage to implement the comprehensive reading program, and
   (b) the extent to which the LEA or consortium needs to use external personnel to provide the professional development and technical assistance necessary to successfully implement the comprehensive reading program.

VII. Submitting an Application

The deadline for submission of complete applications is 4:30 p.m., February 28, 2003. One (1) original application and two (2) copies, for a total of three (3), must be submitted by the deadline. The original application and 2 copies must be mailed or hand-delivered to be received on or before 4:30 p.m., February 28, 2003, to the office of Jim Reese, Administrative Consultant, 3rd Floor, Grimes State Office Building, East 14th and Grand Avenue, Des Moines, IA 50319. No fax or other electronic applications will be accepted. No handwritten applications will be accepted.

VIII. Application Review and Recommendation

By March 17, 2003, a team of three (3) Review Panel members will review each application and make a recommendation to award funds or not award funds to the applicant school districts or consortia. If a recommendation to award funds is made to the Department, the Department will review the application's budget to assure appropriateness of planned expenditures and to verify that all required assurances have been provided.

Also, prior to receiving final approval for funding, a school district with an application recommended for funding and the Department will need to collaboratively establish performance benchmarks of adequate annual progress in student achievement for the school district's Reading First plan. Agreement on the benchmarks will be required prior to executing a grant agreement and the disbursement of funds. In establishing the benchmarks for adequate annual progress in student achievement, the uniform and rigorous standard of all students performing at grade level (ITBS = 40th percentile, Basic Reading Inventory = independent level) will be consistently applied across eligible school districts recommended for funding. The benchmarks will be directly related to the common assessments of the state's evaluation plan for Reading First. Additional assessments specific to a school district will be included as measures of progress for the benchmarks if the assessments are valid and reliable for the specific reading skills being assessed. Progress in meeting the collaboratively established benchmarks will be used to make decisions regarding continued funding of the grant.

If the Review Panel recommends that an application not be funded, the Department will contact the Grant Manager listed on the Application Cover Sheet of the application to: (1) forward the review team's written feedback, (2) inform the applicant agency or consortium of the opportunity to resubmit a revised application by March 24, 2003, and (3) arrange a telephone conference between a member or members of the review team, a representative from the Department's Kindergarten through 3rd Grade Reading Team, and individuals from the applicant agency or consortium. The purpose of the telephone conference is to clarify the written feedback provided by the Review Panel.

IX. Notification of Awards

Successful applicants will be notified on or around April 11, 2003. Grant agreements for dispersing funds will be forwarded to grant awardees on or around May 16, 2003. The disbursement of funds as provided for in the grant agreements will begin on or around June 9, 2003.

X. Appeals

Any applicant of the Iowa Reading First Program grant funds may appeal the denial of a properly submitted competitive program grant application or the unilateral termination of a competitive program grant to the director of the department of education. Appeals must be in writing and received within ten working days of the date of notice of the decision and must be based on a contention that the process was conducted outside of statutory authority; violated state or federal law, policy or rule; did not provide adequate public notice; was altered without adequate public notice; or involved conflict of interest by staff or committee members. Refer to 281 IAC r. 7.5, the legal authority for this process.

XI. Application Guidelines and Checklist

Before an application is read, it is screened for the following components of eligibility. If an application, or any part of an application, is turned in after the deadline, it will be automatically marked ineligible with no further screening. If any of these requirements are not met, the application will not be considered eligible for reading and the lead agency superintendent will be notified.

These guidelines must be followed. Please check each item to make sure you have followed the guidelines before submitting your application to the Iowa Department of Education.

___ **Font size:** Text for Program Description, Abstract and Budget Narrative must be minimum 12 point Times or Times New Roman font style; tables, charts, and graphs may be 10 point, Times or Times New Roman font style.

___ **Spacing:** Text for Program Description must be double-spaced. Charts and graphs, Abstract and Budget Narrative may be single-spaced.

___ **Margins:** All pages must have margins of one inch at the top, bottom and sides.

___ **Length:** The narrative (Part I-VII) of the grant application must not exceed 40 single-sided pages and must be numbered sequentially 1 – 40 (excluding the Application Cover Sheet, Assurance Form, Abstract, and Appendix). The Composite Budget and budget narrative should be numbered continuing the sequential numbering of the narrative. While the required Appendix for *Documentation of Scientifically Based Reading Research for the Comprehensive Reading Program* has no page limit, the pages must be numbered continuing the sequential numbering of the narrative, Composite Budget, and budget narrative.

___ **Signature:** Signature of the LEA superintendent or LEA superintendent of the lead agency of consortium is required.

___ **Format:** All sections of the application must be typed.

___ **Sequence:** The application must be organized in the following sequence and limited to the following number of pages per section:

Application Cover Sheet	1 (required not scored)
Assurance Form	1 (required not scored)
Abstract	3 (required not scored)
Narrative (Part I-VII)	40
Composite Budget	1 (required not scored)
Budget Narrative	3 (required not scored)
Appendix	no page limit

___ **Unacceptable:** The following are not acceptable:

a. Originally designed cover page or cover
b. Binders and notebooks
c. Divider sheets or tabbed sheets between sections
d. Appendices other than the required Appendix for *Documentation of Scientifically Based Reading Research for the Comprehensive Reading Program*
e. Letters of support
f. Fax or other electronic submission of application

___ **Copies:** An original and two (2) additional copies must be submitted. Staple each copy in the upper left-hand corner and band the three (3) documents together.

XII. Abstract

The Department is required to complete a Subgrant Identification Report for each eligible school district receiving an award through the state's grant competition. The Report requires the following information:

(1) District Name
(2) Education Agency ID Code (NCES)
(3) District Contact (name, address, phone number, e-mail address)
(4) Award Amount
(5) Percentage of K-3 Students Reading Below Grade Level
(6) Description of Reading First Program
(7) For each participating school – name, school contact, Title I School (targeted-assistance or schoolwide), identified for improvement under Title I, charter school, percentage of K-3 students reading below grade level, poverty rate

The information for items 1-5 and 7 will be included in the district's application, specifically the Application Cover Sheet and Part I – Schools To Be Served of the narrative. However, in order to complete item 6, a district submitting an application will need to include an abstract that summarizes the significant elements of its overall effort. In essence, the district will need to summarize the principle aspects of Parts II, III, IV, and V of the application narrative.

The abstract must meet the application guidelines described on page 8, XI – Application Guidelines and Checklist. The abstract is limited to three (3) pages.

XIII. Application Format and Content Requirements

Narrative

Part I – Schools To Be Served

The school district identifies the schools to be served through the grant and provides a support structure to insure the success of the schools in achieving the goal of all children reading at grade level or above by the end of 3rd grade. See the criteria for Standard 1.

Part II – Description of the Comprehensive Reading Program

A. The school district uses screening, diagnostic, and classroom-based reading assessments that are reliable and valid, and aligned with the essential components of reading, and the school district's standards, benchmarks, and student learning goals. See the criteria for Standard 2.
B. The school district's comprehensive reading program is built on scientifically based reading research, addresses all 5 essential components of reading instruction, and is a coherent instructional process that leads to reading proficiency for all students, including those students who are reading below grade level. See the criteria for Standard 3.
C. The instructional materials of the school district's comprehensive reading program are based on scientifically based reading research. See the criteria for Standard 4.

(Note: See Appendix G for documentation of scientifically based reading research for the comprehensive reading program.)

Part III – Instructional Leadership
The appropriate central office and school-level administrative and leadership personnel of the school district are trained and qualified to support the LEA's comprehensive reading program. See the criteria for Standard 5.

Part IV – Professional Development Plan
The school district has a professional development plan for implementing its comprehensive reading program that includes all classroom and support teachers in kindergarten through 3rd grade, K-12 special education teachers, and each school served through the grant. See the criteria for Standard 6.

Part V – Technical Assistance
The school district has a structure for providing ongoing support to participating schools in the implementation of the comprehensive reading program, and a process for monitoring implementation in each participating school. See the criteria for Standard 7.

Part VI – Monitoring of Implementation and Student Performance
The school district has an evaluation strategy for assessing the effectiveness of the school district's comprehensive reading program that includes ongoing collection and analysis of implementation data and at least twice a year collection and analysis of student achievement data for each participating school. See the criteria for Standard 8a.
B. The school district will use the implementation and student achievement data to determine the need for additional professional development and technical assistance and whether each participating school should continue to be supported by grant funds. See the criteria for Standard 8b.

Part VII – Access to Print Materials
The school district has identified gaps in the school library and kindergarten through 3rd grade classroom collections, and conducted an analysis of student access and use of the collections for each participating school, and has developed a plan for addressing the gaps in the collections and/or student access and use of the collections. See the criteria for Standard 9.

Budget – Form and Narrative
The school district includes a composite budget (see page 13) and budget narrative that provides a clear picture of how grant funds will be used to implement the comprehensive reading program, the professional development plan, and program monitoring and evaluation activities.

Appendix – Documentation of Scientifically Based Reading Research for the Comprehensive Reading Program
For each instructional strategy or model and program that the school district includes in its comprehensive reading program, the school district must document the scientifically based reading research that establishes the effectiveness of the instructional strategy or model and program in improving reading of children in kindergarten through 3rd grade. The form in Appendix E is provided for this documentation.

IOWA'S READING FIRST GRANT PROGRAM FOR ELIGIBLE SCHOOL DISTRICTS

Local Reading Improvement Grant
Composite Budget

Budget Category	Reading First[1]	Other-Federal	Other-State	Other-Local	Total
Administration (restricted to 3.5% of total Reading First funds awarded) Administrative costs Technical assistance Evaluation (planning & data analysis)					
Professional Development (comprehensive reading program which includes instructional assessment) Contracted services Personnel Substitute teachers Professional materials					
Evaluation and Reporting Personnel Assessment materials					
Instructional Assessment Materials					
Instructional Materials[2]					
Access to Reading Material[3]					
TOTALS					

[1]The total of this column must equal the amount that appears on the *Application Cover S*heet in the space provided for the "Total Amount of Reading First Funds Requested."

[2]In describing "instructional materials" as an area of LEA or school expenditure of Reading First funds, the Federal guidance on Reading First states: "Selection and implementation of instructional materials, including education technology such as software and other digital curricula, that are based on scientifically based reading research." Note that computer hardware is NOT included in this description.

[3]In describing "access to reading material" as an area of LEA or school expenditure of Reading First funds, the Federal guidance on Reading First states: "Promotion of reading and library programs that provide access to engaging reading material."

XIV. Selection Standards and Criteria for Awarding Grants

The selection standards and criteria that Review Panel members will use in reviewing and judging applications are presented in Appendix H. Eligible school districts should study the selection standards and criteria before developing an application and are encouraged to conduct a self-assessment of the application using the standards and criteria before submitting the application to the Iowa Department of Education.

XV. Participation of Private Schools

Funds awarded to LEAs under Reading First are subject to the requirements of Section 9501 of ESEA (Participation of Private School Children and Teachers). The statute requires LEAs to provide private school children and their teachers or other educational personnel with educational services that address their needs related to Reading First on an equitable bases with public school children and their teachers. LEAs must provide these services in a timely manner.

Funds provided for educational services and other benefits for private school children and their teachers must be equal, taking into account the number and educational needs of the children to be served, to the funds provided for participating public school children.

All services and benefits provided to private school children and their teachers under Reading First must be secular, neutral, and non-ideological.

LEAs seeking Reading First subgrants must consult with appropriate private school officials during the design and development of their Reading First plans on such issues as determining eligibility of private school children; identifying the children's needs; what services will be offered; how, where, and by whom services will be provided; and how the services will be assessed.

In general, private school children in the areas served by public schools receiving Reading First funds would be eligible. This determination can be made either by the residence of private school children in the attendance area of a public school receiving Reading First funds or by the location of a private school in the attendance area of a public school receiving Reading First funds.

XVI. Assurances

The applicant and members of a consortium agree to comply with the following assurances upon receiving funding. **The superintendent's signature on the Assurance Form denotes that the superintendent has read and agreed to these compliances on behalf of the school district.** In the case of a consortium, a signed Assurance Form must be included for each participating eligible school district.

Part A: Nondiscrimination:
The school district assures that in carrying out the grant it will comply with federal and state laws which prohibit discrimination on the basis of gender, race, national origin, disability, age, and religion in educational programs. Multicultural, gender fair approaches will be used.

Part B: Control of Funds
The school district hereby assures that it is responsible for the control of funds received under this grant.

Part C: Fiscal Control and Accounting Procedures
The school district hereby assures that it will:

- make reports when requested by the state fiscal agent;
- maintain records and provide access to those records when requested by the state fiscal agency;
- maintain all supporting documentation of the status and results of the Reading First program for up to five (5) years following completion of grant award.

Part D: Program Accountability

(1) The school district's grant program manager or fiscal agent will notify the Iowa Department of Education immediately any time a deviation occurs or necessity arises to alter any of the goals, program description, budget or other sections as stated in the grant application.

(2) The school district assures it will (a) implement instructional strategies and programs, and teaching models that are based upon scientifically based reading research, (b) participate in the State's evaluation of Iowa's Reading First program, and (c) if asked, participate in the national evaluation of the Reading First program conducted under the auspices of the U. S. Department of Education.

(3) The school district assures that it has consulted with private schools within its attendance area to satisfy the requirements of Section 9501 of ESEA (Participation by Private School Children and Teachers) during the design and development of its Reading First plan, including, as appropriate to the private schools' decisions about participation, determining the eligibility of private school children; identifying the children's needs; what services will be offered; how, where and by whom services will be provided; and how the services will be assessed. The school district assures that agreed to services for private school children and their teachers or other educational personnel will be provided on an equitable basis with public school children and teachers, and that the services will be provided in a timely manner. The contacts and results of the contacts with private schools have been documented and are maintained on file in the district.

XVII. Reporting Requirements

Each eligible school district or consortium of eligible school districts will be required to submit an annual performance report for year 1 and year 2 that meets the requirements for each report, and a Final Report at the end of year 3 that meets the requirements of the report to the Iowa Department of Education according to the provisions of the Grant Agreement that awards and disperses the grant funds.

XVIII. Scoring Forms

The Scoring Form that will be used by the Review Panel members and the Scoring Summary Form that will be used by the Review Panels are presented in Appendix I. The Scoring Summary Form will be used to document the Review Panel's findings and recommendation. The Review Panel's comments documented on this form will be the basis for the feedback to eligible school district applications that are judged not to be ready for funding.

XIX. State Evaluation Plan

Evaluating Student Performance Effects: The evaluation plan will monitor program effectiveness of the Reading First plan by studying the effects on student reading performance. The effect of student reading performance will be evaluated for the following reasons:

1. To determine Reading First plan effectiveness by identifying the amount of progress LEA's are making toward:
    a. reducing the number of students who are reading below grade level,
    b. significantly increased the number of students that are proficient at grade level or above and,
    c. significantly increased the percentages of students in major racial/ethnic groups, low-income populations, LEP and special education who are reading at grade level or above.
2. To identify LEA's that may need additional technical assistance or intervention to implement the Reading First plan,
3. For state level reporting purposes
4. For federal level reporting
5. To identify LEA's for discontinuation of funding.

The data collected from the funded LEA's will provide the state with information related to:

1. The number and percent of children who are at:
    - At grade level
    - Need additional intervention
    - Need substantial intervention

2. Percent of children who are at grade level disaggregated by low income, major racial/ethnic groups, LEP, and special education.
3. Change in percent of children who are at grade level compared to:
    - Beginning of year percent at grade level
    - Prior year percent at grade level

Assessment data can be used to identify students that are performing at grade level, students who need additional intervention and student who need substantial intervention.

The criterion for defining at Grade Level, Needs Additional Intervention and Needs Substantial Intervention are described below:

Category	***Definition***	***Iowa Test of Basic Skills***	***Basic Reading Inventory (BRI)***	***Phonological Awareness Test***
At Grade Level	Students who are likely to meet the expectations in the next grade.	At or above 40th percentile	Independent Level	To be determined
Needs Additional Intervention	Students who will need additional instructional intervention to achieve grade level outcomes	20th – 39th percentile	Instructional Level	To be determined
Needs Substantial Intervention	Students who will need substantial additional instructional intervention to achieve grade level outcomes.	19th percentile and below	Frustration Level	To be determined

The assessments used for the State Outcome Assessment Plan can be used as both screening and diagnostic assessments at the LEA level. LEA's will need to select and use classroom based assessments for monitoring progress.

State Outcome Assessment Plan

Grade Level	***Assessments Required for State Level Evaluation***	***Number of Times per Year***	***Essential Reading Components Assessed***	***Additional Assessments Needed to be Selected by LEA***
Kinder-garten	Phonological Awareness Test	2 times per year Fall/Spring*	Phonemic Awareness	Vocabulary Assessment and Other Classroom Based Instructional Assessments
	Phonological Awareness Test	1 time per year Spring	Phonics	
First Grade	Phonological Awareness Test	1 time per year Fall	Phonemic Awareness	Vocabulary Assessment and Other Classroom Based Instructional Assessments
	Phonological Awareness Test	1 time per year Fall	Phonics	
	Basic Reading Inventory (BRI)	1 time per year Spring	Phonics Fluency Comprehension	
Second Grade	Basic Reading Inventory (BRI)	2 times per year Fall/Spring	Phonics Fluency Comprehension	Vocabulary Assessment and Other Classroom Based Instructional Assessments

Third Grade	Basic Reading Inventory (BRI)	2 times per year Fall/Spring	Fluency Comprehension	Vocabulary Assessment and Other Classroom Based Instructional Assessments
	Iowa Test of Basic Skills	1 time per year	Vocabulary Comprehension	
Fourth Grade	Iowa Test of Basic Skills**	1 time per year	Vocabulary Comprehension	

*Assessment will only be administered to students who have yet to demonstrate mastery of phonemic awareness on previous administration of the Phonological Awareness Test.
** Statewide data will be analyzed to report on the progress in improving the reading achievement of all students in Iowa. Consistent with the requirements of NCLB, Title I, LEA's statewide will have a 3rd grade level assessment data beginning in 2006-07. As a result, the statewide data for evaluating progress in improving the reading achievement of all children will be the ITBS 4th grade reading data.

LEA Assessment Plan: The recommended schedule for LEA assessment of each essential reading component at each grade level is:

	Kindergarten			**First Grade**		
Essential Components of Reading	Fall	Mid-Year Optional	Spring	Fall	Mid-Year Optional	Spring
Phonemic Awareness	**X**	**X**	**X**	**X**	**X**	**X**
Phonics		**X**	**X**	**X**	**X**	**X**
Fluency					**X**	**X**
Comprehension						**X**
Vocabulary	**X**	**X**	**X**	**X**	**X**	**X**

	Second Grade			**Third Grade**		
Essential Components of Reading	Fall	Mid-Year Optional	Spring	Fall	Mid-Year Optional	Spring
Phonemic Awareness						
Phonics	**X**					
Fluency	**X**	**X**	**X**	**X**	**X**	**X**
Comprehension	**X**	**X**	**X**	**X**	**X**	**X**
Vocabulary	**X**	**X**	**X**	**X**	**X**	**X**

Appendix A

Comprehensive Reading Program for Kindergarten through Third Grade

(Iowa's Reading First Application, Iowa Department of Education)

Comprehensive reading program means a high-quality reading program of classroom instruction for all children and intervention for children at risk of reading difficulty or failure that;

(1) is built on scientifically based research;

(2) includes instructional content for the 5 essential components of reading instruction (phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension);

(3) includes explicit instruction, coordinated instructional sequences, and ample teacher-directed application, guided practice, and independent practice;

(4) includes instructional content that is aligned with grade level standards and benchmarks,

(5) uses instructional materials that are aligned with the 5 essential components of reading instruction and grade level standards, benchmarks, and instructional goals;

(6) provides more than 90 minutes of uninterrupted reading instruction per day;

(7) includes screening and diagnostic assessment for identifying and diagnosing individual student instructional needs, and,

(8) includes classroom-based assessments for frequent, ongoing monitoring of student progress.

Appendix B

Definitions (p. 46-48)

(U. S. Department of Education Guidance, April 2002, pp. 46-48)

1. **Eligible Local Educational Agency** – A local educational agency that is:

    a. Among the local educational agencies in the State with the highest numbers or percentages of students in kindergarten through grade 3 reading below grade level, based on the most currently available data; and

    b. The LEA has jurisdiction over at least one of the following:

        i. A geographic area that includes an area designated as an empowerment zone or an enterprise community under part I of subchapter U of chapter 1 of the Internal Revenue Code of 1986;

        ii. A significant number or percentage of schools that are identified for school improvement under section 1116(b); or

        iii. The highest numbers or percentages of children who are counted under section 1124(c), in comparison to other local educational agencies in the State.

2. **Eligible Professional Development Provider** – A provider of professional development in reading instruction to teachers, including special education teachers, that is based on scientifically based reading research.

3. **Essential Components of Reading Instruction** – Explicit and systematic instruction in:

    a. Phonemic awareness

    b. Phonics

    c. Vocabulary development

    d. Reading fluency, including oral reading skills

    e. Reading comprehension strategies

4. **Instructional Staff** – Individuals who have responsibility for teaching children to read. This includes principals, teachers, library school media specialists, teachers of academic subjects other than reading, and other individuals who have responsibility for assisting children to learn to read.

5. **Reading** – A complex system of deriving meaning from print that requires all of the following:

    a. The skills and knowledge to understand how phonemes, or speech sounds, are connected to print

    b. The ability to decode unfamiliar words

    c. The ability to read fluently

    d. Sufficient background information and vocabulary to foster reading comprehension

e. The development of appropriate active strategies to construct meaning from print

f. The development and maintenance of a motivation to read

6. **Scientifically Based Reading Research** – Research that applies rigorous, systematic and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties. This includes research that:

   a. Employs systematic, empirical methods that draw on observation or experiment;

   b. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

   c. Relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations;

   d. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

7. **Screening, Diagnostic and Classroom-Based Instructional Reading Assessments** –

   a. **Screening Reading Assessment** – An assessment that is valid, reliable and based on scientifically based reading research. It is a brief procedure designed as a first step in identifying children who may be at high risk for delayed development or academic failure and in need of further diagnosis of their need for special services or additional reading instruction.

   b. **Diagnostic Reading Assessment** – An assessment that is valid, reliable and based on scientifically based reading research. It is used for the following purposes:

      i. identifying a child's specific areas of strengths and weaknesses so that the child has learned to read by the end of grade 3

      ii. determining any difficulties that a child may have in learning to read and the potential cause of such difficulties

      iii. helping to determine possible reading intervention strategies and related special needs

   c. **Classroom-Based Instructional Reading Assessment** – An assessment that evaluates children's learning based on systematic observations by teachers of children performing academic tasks that are part of their daily classroom experience and is used to improve instruction in reading, including classroom instruction.

Appendix C

Components of Effective Reading Programs and Developing an Effective Reading First Program

(U. S. Department of Education Guidance, April 2002, pp. 3-7)

B-1. What are the essential components of reading instruction?

Scientifically based reading research has identified five essential components of effective reading instruction. To ensure that children learn to read well, explicit and systematic instruction must be provided in these five areas:

1. **Phonemic Awareness** – The ability to hear, identify and manipulate the individual sounds – phonemes – in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.

2. **Phonics** – The understanding that there is a predictable relationship between phonemes – the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.

3. **Vocabulary Development** – Development of stored information about the meanings and pronunciation of words necessary for communication. There are four types of vocabulary:

    - Listening vocabulary – the words needed to understand what is heard
    - Speaking vocabulary – the words used when speaking
    - Reading vocabulary – the words needed to understand what is read
    - Writing vocabulary – the words used in writing

4. **Reading fluency, including oral reading skills** – Fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.

5. **Reading comprehension strategies** – Strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

Appendix B summarizes the key findings from scientifically based research on the essential components of reading instruction.

B-2. What is scientifically based reading research?

Scientifically based reading research is research that applies rigorous, systematic and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties. This includes research that:

1. Employs systematic, empirical methods that draw on observation or experiment;

2. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

3. Relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and

4. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

B-3. What evidence is critical in evaluating scientifically based reading research?

When reviewing research findings to determine whether they meet the criteria for scientifically based reading research, State educational agencies, local educational agencies, and schools should consider the extent to which the research meets each of the criteria. Questions for consideration about each criterion include:

1. **Use of rigorous, systematic and empirical methods** – Does the work have a solid theoretical or research foundation? Was it carefully designed to avoid biased findings and unwarranted claims of effectiveness? Does the research clearly delineate how it was conducted, by whom it was conducted, and on whom it was conducted?

2. **Adequacy of the data analyses to test the stated hypotheses and justify the general conclusions drawn** – Was the research designed to minimize alternative explanations for observed effects? Are the observed effects consistent with the overall conclusions and claims of effectiveness? Does the research present convincing documentation that the observed results were the result of the intervention? Does the research make clear what populations were studied (i.e., does it describe the participants' ages, as well as their demographic, cognitive, academic and behavioral characteristics) and does it describe to whom the findings can be generalized? Does the study provide a full description of the outcome measures?

3. **Reliance on measurements or observational methods that provided valid data across evaluators and observers and across multiple measurements and observations** – Are the data based on a single-investigator, single-classroom study, or were similar data collected by multiple investigators in numerous locations? What procedures were in place to minimize researcher biases? Do observed results "hold up" over time? Are the study interventions described in sufficient detail to allow for replicability? Does the research explain how instructional fidelity was ensured and assessed?

4. **Acceptance by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review –** Has the research been carefully reviewed by unbiased individuals who were not part of the research study? Have the findings been subjected to external scrutiny and verification?

Appendix C provides additional information on using scientifically based reading research to evaluate reading program effectiveness.

B-4. Must research related to instructional programs, methods and strategies meet all of the characteristics of scientifically based reading research?

Yes. The statute specifically requires these characteristics. For additional guidance, one may wish to consult references on reading research, such as the National Academy of Sciences' National Research Council report *Preventing Reading Difficulties in Young Children* (1998). The National Research Council, when conducting a review of reading research, followed basic guidelines for scientific method. The NRC wrote:

> Our review and summary of the literature are framed by some very basic principles of evidence evaluation. These principles derive from our commitment to the scientific method, which we view not as a strict set of rules but instead as a broad framework defined by some general guidelines. Some of the most important are that (1) science aims for knowledge that is publicly verifiable, (2) science seeks testable theories – not unquestioned edicts, and (3) science employs methods of systematic empiricism. Science renders knowledge public by such procedures as peer review and such mechanisms as systematic replication. (p.34)

B-5. Is the State educational agency (SEA) responsible for ensuring that only programs based on scientifically based reading research are funded through Reading First?

Yes. In its application to the Department for Reading First funding, each State educational agency must demonstrate how it will assist local educational agencies in identifying instructional materials, programs, strategies and approaches based on scientifically based reading research, and how it will ensure that professional development activities related to reading instruction are based on scientifically based reading research. In determining which LEAs to support, it is the SEA's responsibility to ensure that all programs, strategies and activities proposed and implemented meet the criteria for scientifically based reading research outlined in Question B-2.

B-6. What references are available for more information about scientifically based reading research?

Appendix E provides sources of additional information on scientifically based reading research.

B-7. What are the key elements of an effective reading program based on scientifically based reading research?

A high-quality reading program that is based on scientifically based research must include instructional content based on the five essential components of reading instruction (See Question B-1) integrated into a coherent instructional design. A coherent design includes explicit instructional strategies that address students' specific strengths and weaknesses, coordinated instructional sequences, ample practice opportunities and aligned student materials, and may include the use of targeted, scientifically based instructional strategies as appropriate. The design should also consider the allocation of time, including a protected, uninterrupted block of time for reading instruction of more than 90 minutes per day.

A high-quality reading program also includes assessment strategies for diagnosing student needs and measuring progress, as well as a professional development plan that ensures teachers have the skills and support necessary to implement the program effectively and to meet the reading needs of individual students.

B-8. What practices and strategies for classroom instruction should be evident in implementing a high-quality reading program based on scientifically based reading research?

Certain elements should be visible in any Reading First classroom in the country, regardless of which specific program is in use. Standards and accountability are the foundation of the Reading First classroom. Expectations are clear, as are strategies for monitoring progress toward meeting them. A comprehensive reading program provides the basis for instruction, and connects meaningfully to supplemental materials. In-class grouping strategies are in use, including small group instruction as appropriate to meet student needs. Student placement in groups is flexible, with placement and movement based on ongoing assessment, and different curricula may be in use to instruct different groups. There is active student engagement in a variety of reading-based activities, which connect to the five essential components of reading and to overall, clearly articulated academic goals. Effective classroom management and high levels of time on task are also evident.

B-9. What practices and strategies for professional development should be evident in an effective reading program?

Professional development related to a high-quality, effective reading program should aim to increase student achievement by enabling and ensuring the implementation of the particular program(s). Research has shown that teachers who participate in well-designed professional development activities get better results from their students. Well-designed professional development aligns clearly with the instructional program, including its research base, as well as with State academic and performance standards. Adequate time must be available for teachers to learn new concepts and to practice what they have learned. Coaches, mentors, peers and outside experts provide feedback as new concepts are put into practice. Professional

development must prepare all teachers to teach all of the essential components of reading instruction (See Question B-1), and to know how they are related, the progression in which they should be taught, and the underlying structure of the English language. Teachers also must understand why some children have difficulty learning to read well and learn how to administer and interpret assessments of student progress. Professional development should also prepare teachers to effectively manage their classrooms and to maximize time on task.

B-10. What practices and strategies for assessment should be evident in an effective reading program?

A high-quality, effective reading program must include rigorous assessments with proven validity and reliability. These assessments must measure progress in the five essential components of reading instruction (See Question B-1) and identify students who may be at risk for reading failure or who are already experiencing reading difficulty. A reading program must include screening assessments, diagnostic assessments and classroom-based instructional assessments of progress. The administration of screening assessments determines which children are at risk for reading difficulty and need additional support. Diagnostic assessments provide more in-depth information on students' skills and instructional needs that forms the basis of the ideal instructional plan. Classroom-based instructional assessments determine whether students are making adequate progress or need more support to achieve grade-level reading outcomes.

Appendix D

State Awards to Local Education Agencies and Local Use of Funds

(U. S. Department of Education Guidance, April 2002, pp. 22-35)

C-1. What entities are eligible to apply to a State educational agency for Reading First funds?

A local educational agency that meets both of the following criteria is eligible to apply to its State educational agency for Reading First funds:

1. The LEA is among the local educational agencies in the State with the highest numbers or percentages of students in kindergarten through grade 3 reading below grade level, based on the most current data available; and

2. The LEA has jurisdiction over at least one of the following:

    a. A geographic area that includes an area designated as an empowerment zone, or an enterprise community, under part I of subchapter U of chapter I of the Internal Revenue Code;

    b. A significant number or percentage of schools that are identified for school improvement under Title I, Part A; or

    c. The highest numbers or percentages of children who are counted for allocations under Title I, Part A, in comparison to other LEAs in the State

SEAs have flexibility to define and establish these eligibility criteria within the statutory guidelines. In defining eligibility, SEAs should consider many factors, including the number and size of subgrant awards. LEAs must receive sufficient funding and support to improve reading instruction. Eligibility pools and anticipated numbers of subgrants that seem too large to accomplish this are unlikely to be approved by the expert panel. The applicant pool that results from this definition should be sufficiently targeted to ensure adequate funding and support, yet broad enough to ensure that only applications of the highest quality are funded. SEAs should also ensure that their eligibility definition results in a geographically diverse applicant pool.

C-2. May a consortium of local educational agencies apply to their State educational agency?

Yes. Consistent with Education Department General Administrative Regulations (EDGAR) requirements, two or more local educational agencies may apply to their State educational agency as a consortium. Each local educational agency within the consortium must meet the eligibility requirements outlined in Question H-1.

C-3. On what basis does a State educational agency award subgrants to eligible local educational agencies?

A State educational agency awards subgrants to eligible LEAs on a competitive basis. The SEA must subgrant at least 80 percent of its total Reading First award to eligible LEAs.

In order to best address the intent of the legislation – that is, to ensure that every student can read at grade level or above by the end of third grade through the use of programs, materials, strategies and approaches based on scientifically based reading research – an SEA should develop selection criteria that truly distinguish among the quality of programs and approaches proposed by applicants. SEAs should seek to fund only those proposals that show real promise for successful implementation, particularly at the classroom level, and for raising student achievement.

C-4. Are there any required priorities for awarding Reading First subgrants?

In making awards to local educational agencies, SEAs must give priority to eligible local educational agencies that meet at least one of the following criteria:

1. At least fifteen percent of the students served by the eligible local educational agency are from families with incomes below the poverty line; or

2. At least 6,500 children served by the eligible local educational agency are from families with incomes below the poverty line.

C-5. Do State educational agencies have discretion to define the 'poverty line,' as referred to in Question C-4?

No. In accordance with Section 9101(33) of ESEA, the poverty line refers to the official Office of Management and Budget definition, which is revised annually. The Department provides these data to SEAs annually as part of the administration of Title I, Part A.

C-6. What discretion does a State educational agency have in selecting competitive criteria for its subgrant process?

In addition to the required priority described in Question H-4, a State educational agency may establish other priorities as a part of its overall reform strategy that further the purposes of the Reading First program. However, such priorities may not negate the effect of the required priority, and should give LEAs or programs a competitive edge in the subgrant selection process, rather than entirely preclude non-priority LEAs or programs.

In order to ensure that subgrants to LEAs are of the highest quality, the Department strongly encourages States to award a competitive priority to LEAs that can demonstrate evidence of successful implementation of instructional strategies and programs based on scientifically based reading research. This evidence should be measured using appropriate assessment instruments with proven validity and reliability. A competitive priority may also be awarded to LEAs that demonstrate the need for Reading First funds in the specific schools that will receive Reading First funds. States should also consider awarding a priority to LEAs that can demonstrate leadership and commitment to improving reading achievement, as well as to LEAs that will leverage existing reading initiative components for maximum effect within an overall Reading First plan. In addition, the Department encourages SEAs to award a competitive priority to LEAs that receive Early Reading First grants.

C-7. What responsibility does a State educational agency have with respect to local educational agencies' and schools' choices of reading programs?

In its application for Reading First Funds, a State educational agency must describe the process and selection criteria by which the SEA will make competitive grants to eligible local educational agencies and how the SEA will ensure that the instructional materials, programs, strategies and approaches it will fund, as well as its professional development activities related to reading instruction, are based on scientifically based reading research. Thus, the SEA is responsible for ensuring that Reading First funds go only to LEAs that will implement high-quality programs that meet the requirements of Reading First. In carrying out this responsibility, an SEA has considerable flexibility. For example, an SEA may establish a competitive preference for particular materials, programs, strategies and approaches based on scientifically based reading research that the SEA determines are particularly effective.

C-8. May a State educational agency use Reading First funds to award a planning grant to a local educational agency that is still developing its Reading First plan?

No. Reading First grants are for implementation and not planning purposes. Planning activities, such as conducting a needs assessment, are not appropriate uses of Reading First funds. However, certain

activities, such as the selection of instructional reading assessments, that contribute to the further development of the LEA's Reading First program are permissible. See Question I-4 for more information on permissible activities.

C-9. May Reading First funds be used to support LEAs and schools that are already implementing a reading program based on scientifically based reading research?

Yes. States are encouraged to award Reading First subgrants to local educational agencies that will use the funds to support schools that have begun to implement a reading program based on scientifically based reading research. These schools must, however, meet all program requirements and should use their Reading First funds to expand and strengthen their existing program.

C-10. May LEAs and schools that currently receive Reading Excellence funds also receive Reading First funds?

Yes. Schools that are currently receiving funds through the Reading Excellence Act may also receive Reading First funds. These schools must meet all Reading First program requirements, and should use their Reading First funds to expand and strengthen their existing reading programs to ensure that all students can read at grade level or above by the end of third grade. It is the Department's view that the mainstream K-3 classroom is the primary venue for Reading First activities.

C-11. Do State educational agencies have flexibility regarding the timing of their subgrant competitions?

Yes. Reading First funds that become available to the Department on July 1, 2002 will be available for obligation by an SEA or an LEA through September 30, 2004. (This period of availability includes an initial fifteen-month obligation period and a twelve-month 'carryover' period authorized by section 421(b) of the General Education Provisions Act.) Accordingly, an SEA should consider the urgency for LEAs and schools to improve reading instruction, as well as the time needed by LEAs to develop high-quality Reading First programs. An SEA may wish to run separate competitions, awarding a portion of its funds soon after the State receives them while reserving the remaining funds for LEAs that need additional time to develop their plans.

C-12. In applying to its State educational agency for a competitive award under this program, what information must a local educational agency include in its subgrant application?

An eligible local educational agency must submit an application to the State educational agency in order to be considered for Reading First funding. In addition to any information required by the State, applications must demonstrate how the LEA will carry out the following required activities:

1. **Instructional reading assessments** -- Selection and administration of rigorous screening, diagnostic, and classroom-based instructional reading assessments with proven validity and reliability, and how information from these assessments will be used to make instructional decisions.

2. **Reading program** -- Selection and implementation of a program of reading instruction that is based on scientifically based reading research and that includes the essential components of reading instruction and provides such instruction to children in kindergarten through grade 3. LEAs must demonstrate how this reading program will be implemented, and that it will not be layered on top of non-research based programs already in use. The scientifically based reading program must also align to State academic and performance standards to ensure that students will be able to reach the proficiency level on State assessments.

3. **Instructional materials** – Selection and implementation of instructional materials, including education technology such as software and other digital curricula, that are based on scientifically based reading research.

4. **Professional development** -- Professional development for teachers of kindergarten through grade 3 and special education teachers of kindergarten through grade 12, that will prepare these teachers in all the essential components of reading instruction and to use the selected instructional materials. Professional development must clearly align with the instructional program, including its research base, as well as with State academic and performance standards, and include adequate time for teachers to learn new concepts and to practice what they have learned. Professional development must be an ongoing, continuous activity, and not consist of 'one-shot' workshops or lectures. Delivery mechanisms should include the use of coaches and other teachers of reading who provide feedback as instructional strategies are put into practice.

5. **Evaluation strategies –** Collection and summary of data relating to the program. Evaluation strategies must include the use of valid and reliable measures to assess the effectiveness of local Reading First activities for individual schools and the district as a whole.

6. **Reporting** – LEAs must report data for all students and categories of students described in the State's adequate yearly progress definition.

7. **Access to reading material** – Promotion of reading and library programs that provide access to engaging reading material.

See question I-4 for more information on the required uses of funds. Each LEA application must also include the following assurances:

1. A description of the steps the LEA proposes to take to overcome barriers to equitable program participation, as required under section 427 of the General Education Provisions Act

2. The general assurances in section 9306 of the ESEA

3. The lower-tier certification covering lobbying and debarment/suspension under 34 CFR Parts 82 and 85.

C-13. What is the minimum amount of Reading First funds that a State educational agency may provide to a local educational agency?

Each LEA that receives a competitive subgrant must receive at least the same percentage of the State's total Reading First subgrant funds as the LEA received of the total Title I, Part A funds received by all LEAs in the State for the preceding fiscal year. For example, if an LEA received 3 percent of the total amount of the State's Title I, Part A funds in FY 2001, that LEA must receive at least 3 percent of the total amount of Reading First funds subgranted in that State in FY 2002.

Once an SEA has determined the minimum amount that an LEA can receive as described above, it must also ensure that Reading First subgrants are of sufficient size and scope to enable eligible LEAs to fully implement programs to improve reading instruction. The expert review panel will consider whether the number of subgrants an SEA proposes to make is likely to result in awards of sufficient size and scope, and is unlikely to recommend approval of plans that will result in diluted, insufficient amounts of funding to LEAs. The amount of funds awarded to an LEA must also relate to the number or percentage of students in kindergarten through grade 3 in that LEA who are reading below grade level.

The requirement described under this question does not create an entitlement for LEAs. In order to obtain subgrants, LEAs must succeed in the State's competition for funding.

C-14. For how many years may a particular local educational agency or school receive Reading First assistance?

By statute, State educational agencies may award Reading First subgrants for a period of not more than six years. However, the Department strongly encourages States to limit the subgrant period to a duration of

two to three years. After the initial subgrant period, LEAs that have shown strong reading gains and significantly increased student achievement would be eligible for renewal of their subgrants.

C-15. On what basis does a State educational agency make continuation awards to local educational agencies?

In making continuation awards to local educational agencies, State educational agencies must assess the progress each local educational agency has made in improving student reading achievement and implementing the program outlined in its subgrant application.

C-16. May a State educational agency discontinue funding to a local educational agency that is not making substantial progress?

Yes. A State educational agency may discontinue funding to any local educational agency that is not making substantial progress in improving student reading achievement and implementing the program outlined in its subgrant application.

C-17. Are public charter schools eligible to participate in the Reading First program?

Yes. Under State law, public charter schools are generally either local educational agencies or public schools within an LEA. As such, public charter schools are eligible for support on the same basis as other public schools or LEAs in the State.

If State law recognizes a charter school as an LEA and the charter school meets the eligibility requirements outlined in Question H-1, it may apply to its State educational agency for a subgrant as an LEA. If a charter school is a school within an LEA, it may receive funding through its LEA's subgrant if it meets the criteria outlined in Question I-1.

C-18. What are the implications of the Charter School Expansion Act of 1998 on Reading First awards?

The Charter School Expansion Act reinforces the Department's policy that public charter schools must be able to compete for Reading First funds on an equal footing with other public schools and local educational agencies. They may not be discriminated against in competing for funds simply because of their charter school status, nor may competitive preferences or absolute priorities be established for the purpose of excluding charter schools from competing for Reading First funds.

C-19. May charter schools that are not local educational agencies apply directly to the State educational agency for Reading First subgrants?

No. Only local educational agencies may apply directly to a State educational agency for Reading First funds. A charter school that is not an LEA under State law may not apply directly to the State for funding.

C-20. May an intermediate unit within a State apply for Reading First funds on behalf of eligible schools for which it provides services?

An intermediate unit may only apply for Reading First funds if it is a local educational agency under section 9101(26) of ESEA and meets the eligibility requirements outlined in Question H-1.

C-21. Are private school children eligible to participate in the Reading First program?

Yes. Funds awarded to State educational agencies and local educational agencies under Reading First are subject to the requirements of Section 9501 of ESEA (Participation by Private School Children and Teachers). The statute requires LEAs to provide private school children and their teachers or other educational personnel with educational services that address their needs related to Reading First on an

equitable basis with public school children and teachers. LEAs must provide these services in a timely manner.

Funds provided for educational services and other benefits for private school children and their teachers must be equal, taking into account the number and educational needs of the children to be served, to the funds provided for participating public school children.

All services and benefits provided to private school children and their teachers under Reading First must be secular, neutral, and non-ideological.

Local educational agencies seeking Reading First subgrants must consult with appropriate private school officials during the design and development of their Reading First plans on such issues as determining eligibility of private school children (see question C-22); identifying the children's needs; what services will be offered; how, where, and by whom services will be provided; and how the services will be assessed.

C-22. How is the eligibility of private school children determined?

In general, private school children in the areas served by public schools receiving Reading First funds would be eligible. This determination can be made *either* by the residence of private school children in the attendance area of a public school receiving Reading First funds or by the location of a private school in the attendance area of a public school receiving Reading First funds. For additional information on which public schools within an eligible local educational agency may receive Reading First funds, see question C-26.

C-23. If a State educational agency chooses not to apply for Reading First funding, may local educational agencies in that State still receive Reading First funds?

No. The Department will reallocate funds allotted to a State educational agency that chooses not to participate in Reading First to other States participating in the program. (See Question D-7.)

C-24. Are Bureau of Indian Affairs (BIA) schools eligible to compete for Reading First funds?

Yes. The Department will allocate Reading First funds to the Bureau of Indian Affairs, pending submission and approval of its application. In turn, BIA will make subgrants through a competitive process. In addition, a BIA school that is considered by the State in which it is located to be a local educational agency is eligible to apply to the State for Reading First funds as an LEA. However, while these schools may compete under both the BIA and SEA competitions, they may not receive Reading First funds from both the BIA and the SEA.

C-25. If generic proposals are submitted to a State educational agency on behalf of different local educational agencies, should the SEA consider such proposals for funding?

While local educational agencies may work with an external service provider or a proposal-writing firm in developing its application for Reading First funds, the submission of an "off-the-shelf" proposal without a direct focus on the needs of that LEA is unlikely to address program requirements satisfactorily. The State educational agency should carefully evaluate the content of such proposals, and should not fund inadequate "off-the-shelf" or generic proposals.

C-26. In which schools may a local educational agency use Reading First funds?

A local educational agency that receives a Reading First subgrant may only distribute funds to schools within that LEA that are both:

1. Among the schools served by the LEA with the highest percentages or numbers of students in kindergarten through grade 3 reading below grade level, based on the most current data available; and

2. Identified for school improvement under Title I, Part A or have the highest percentages or numbers of children counted for allocations under section Title I, Part A.

C-27. May middle schools, junior high schools or high schools receive Reading First funds?

No. The purpose of the Reading First program is to ensure that every student can read at grade level or above by the end of grade 3. Only schools that include kindergarten, grade 1, grade 2 or grade 3 may receive Reading First funds. Schools that include additional grades may only use Reading First funds for purposes related to kindergarten through grade 3 instruction. An exception applies to professional development for K-12 special education teachers. LEAs must provide professional development on the essential components of reading instruction to all K-12 special education teachers, including those based in middle schools, junior high schools and high schools.

C-28. May pre-kindergarten programs receive Reading First funds?

No. Reading First funds may only serve students in kindergarten through grade 3. Early Reading First, a separate program authorized under Title I, Part B, Subpart 2, will award funds on a competitive basis to support local efforts to enhance the early language, literacy and prereading development of preschool age children through strategies and professional development that are based on scientifically based reading research. For more information on the relationship between Reading First and Early Reading First, see question J-2.

C-29. For what activities may a local educational agency or school use Reading First funds?

An eligible local educational agency that receives a Reading First subgrant must use the funds to carry out the following activities:

1. **Instructional reading assessments** -- Selection and administration of rigorous screening, diagnostic, and classroom-based instructional reading assessments with proven validity and reliability. These assessments must measure progress in the essential components of reading instruction (see Question B-1) and identify students who may be at risk for reading failure or who are already experiencing reading difficulty.

2. **Reading program** -- Selection and implementation of a program of reading instruction based on scientifically based reading research that includes the essential components of reading instruction and provides such instruction to children in kindergarten through grade 3 in the schools served by the LEA, including children:

    a. With reading difficulties

    b. At risk of referral to special education based on those difficulties

    c. Evaluated under section 614 of the Individuals with Disabilities Education Act but not identified as having a disability (in accordance with IDEA section 614(b)(5) and as defined in section 602)

    d. Served under IDEA primarily due to a specific learning disability related to reading (as defined in IDEA section 602)

    e. Deficient in the essential components of reading instruction

    f. Identified as having limited English proficiency

    A high-quality reading program that is based on scientifically based research must include instructional content based on the five essential components of reading instruction (See Question B-1) integrated into a coherent instructional design. A coherent design includes explicit instructional strategies,

coordinated instructional sequences, ample practice opportunities and aligned student materials. The design should also consider the allocation of time, ensuring a protected, dedicated block of time for reading instruction.

3. **Instructional materials** – Selection and implementation of instructional materials, including education technology such as software and other digital curricula, that are based on scientifically based reading research

4. **Professional development** -- Professional development for teachers of kindergarten through grade 3 and special education teachers of kindergarten through grade 12 that will prepare these teachers and other instructional staff in all of the essential components of reading instruction. Professional development must be provided that will assist teachers in becoming fully qualified for reading instruction in accordance with the requirements of section 1119. Providers of professional development must base training in reading instruction on scientifically based reading research. Professional development must be delivered by eligible providers and must address:

    a. Information, instructional materials, programs, strategies and approaches based on scientifically based reading research, including early intervention, classroom reading materials, and remedial programs and approaches;

    b. Instruction in the use of screening, diagnostic, and classroom-based instructional reading assessments and other procedures that effectively identify students who may be at risk for reading failure or who are having difficulty reading

5. **Evaluation strategies –** Collection and summary of valid and reliable data to document the effectiveness of Reading First in individual schools and in the LEA as a whole and to stimulate and accelerate improvement by identifying the schools that produce significant gains in reading achievement

6. **Reporting** – The LEA must report data for all students and categories of students described in the State's Title I adequate yearly progress definition.

7. **Access to reading material** – Promotion of reading and library programs that provide access to engaging reading material

There may be additional activities for which an LEA may use Reading First funds, provided they are based on scientifically based reading research and align with the LEA's overall Reading First plan.

C-30. May programs or activities that are not based on scientifically based reading research be supported by Reading First funds?

No. All materials, programs, strategies, approaches and professional development activities supported by Reading First must be based on scientifically based reading research.

C-31. May a local educational agency use Reading First funds to cover costs for administrative expenses, technical assistance and evaluation activities?

Yes. An eligible local educational agency that receives a subgrant may use up to 3.5 percent of its Reading First funds for its own planning and administration purposes.

C-32. May pre-award costs be charged to the Reading First subgrant?

If a local educational agency incurs costs after receiving notification of its Reading First award but before the effective date of the award, these costs may be charged to the Reading First grant to the extent they would have been allowable if incurred after the award date. The LEA must receive written approval from the State educational agency.

C-33. May Reading First funds be used by a local educational agency for costs incurred after the subgrant period ends?

A local educational agency that receives a Reading First subgrant may only use Reading First funds for allowable costs during the subgrant award period. For example, an LEA is free to enter into a multi-year contract with a service provider; however, Reading First funds may only be used for allowable costs related to that contract that occur within the subgrant award period.

C-34. To what extent may waivers be sought to facilitate the implementation of a local educational agency Reading First program?

The Department will not grant any waiver that would undermine the intent and purposes of the Reading First program. Therefore, the Department will only consider waivers related to Reading First under limited and exceptional circumstances. In those instances, and consistent with the waiver provisions and limitations of section 9401 of the Elementary and Secondary Education, a local educational agency that receives Reading First funds may apply to the Department for waivers of Reading First requirements, if the requirements sought to be waived impede the LEA's ability to carry out its Reading First program and the waiver would be consistent with the overall objective and structure of the program.

However, a local educational agency that receives Reading First funds may apply to the Department for waivers of requirements of other major Federal education programs, if the requirements sought to be waived impede the LEA's ability to carry out its Reading First program.

C-35. Does the Ed-Flex waiver authority apply to the Reading First program?

No. SEAs and LEAs seeking waivers of Reading First requirements must apply to the Department under the waiver authority in section 9401 of the ESEA. (See Question I-9.) The Department will not grant any waiver that would undermine the intent and purposes of the Reading First program.

C-36. When does the period of availability for FY 2002 Reading First funds end?

Grantees or subgrantees must obligate FY 2002 Reading First funds by September 30, 2004. The Department's regulations at 34 CFR 76.707 (available at: http://www.ed.gov/offices/OCFO/grants/edgar/pt76g.html) describe when an obligation occurs with respect to various categories of activities. The awarding of subgrants to LEAs does not constitute an obligation.

C-37. How long are Reading First funds available for obligation?

Reading First funds become available on July 1 of a given fiscal year and are initially available for obligation through September 30 of the succeeding fiscal year, a fifteen-month period. If unobligated funds remain after this initial period of availability, a State educational agency may carry over those funds, that remain available for obligation during an additional twelve-month period under the "Tydings amendment." For example, fiscal year 2002 Reading First funds become available on July 1, 2002. They are initially available for obligation through September 30, 2003; then, an SEA may carry over any unobligated funds and obligate them through September 30, 2004.

State educational agencies and local educational agencies must obligate funds during the period for which the funds are available for obligation. Please note that an obligation does not occur when an SEA makes a subgrant award to an LEA. Obligation of Reading First funds only occurs when they are committed to specific activities.

Appendix E

Key Findings from Scientifically Based Research on the Essential Components of Reading Instruction

(U. S. Department of Education Guidance, April 2002, pp. 41-43)

Component of Reading Instruction	Definition	Key Findings
1. Phonemic Awareness	The ability to hear, identify and manipulate the individual sounds, or phonemes, in spoken words.	• Phonemic awareness can be taught and learned. • Phonemic awareness instruction helps children learn to read. • Phonemic awareness instruction helps children learn to spell. • Phonemic awareness instruction is most effective when children are taught to manipulate phonemes by using the letters of the alphabet. • Phonemic awareness instruction is most effective when it focuses on only on or two types of phoneme manipulation, rather than several types.
2. Phonics	The understanding that there is a predictable relationship between phonemes, the sounds of spoken language, and graphemes, the letters and spelling that represent those sounds in written language.	• Systematic and explicit phonics instruction is more effective than non-systematic or no phonics instruction. • Systematic and explicit phonics instruction significantly improves kindergarten and first-grade children's word recognition and spelling. • Systematic and explicit phonics instruction significantly improves children's reading comprehension. • Systematic and explicit phonics instruction is effective for children from various social and economic levels. • Systematic and explicit phonics instruction is particularly beneficial for children who are having difficulty learning to read and who are

Component of Reading Instruction	Definition	Key Findings
		at risk for developing future reading problems. • Systematic and explicit phonics instruction is most effective when introduced early. • Phonics instruction is not an entire reading program for beginning readers.
3. Vocabulary Development	Development of stored information about the meanings and pronunciation of words necessary for communication. There are four types of vocabulary: a. listening vocabulary – the words needed to understand what is heard b. speaking vocabulary – the words used when speaking c. reading vocabulary – the words needed to understand what is read d. writing vocabulary – the words used in writing	• Children learn the meanings of most words indirectly, through everyday experiences with oral and written language. • Some vocabulary must be taught directly.
4. Reading fluency	The ability to read text accurately and quickly	• Repeated and monitored oral reading improves reading fluency and overall reading achievement. • No research evidence is available currently to confirm that instructional time spent on silent, independent reading with minimal guidance and feedback improves reading fluency and overall reading achievement.
5. Reading Comprehension Strategies	Strategies for understanding, remembering and communicating with others about what has been read	• Text comprehension can be improved by instruction that helps readers use specific comprehension strategies. • Students can be taught to use comprehension strategies.

Appendix F

STANDARDS AND DESCRIPTORS FOR SCIENTIFICALLY BASED READING RESEARCH

Standards	Descriptors
1. Use of rigorous, systematic and empirical evidence	• The instructional strategy or program has a solid theoretical or research foundation that is grounded in the scientific literature. o The documentation for the program or strategy explains the theory behind its design and elucidates why the program improves children's reading. o Documentation of the program or instructional strategy explains how the components of the program reinforce one another or how the moves of the strategy are integrated, and build and lead to improved reading performance. • Program effectiveness has been shown through an experimental design that includes experimental and control groups created through random assignment or carefully matched comparison groups. • Program effectiveness has been demonstrated through research that clearly describes how, by whom, and on whom the research was conducted.
2. Adequacy of the data analyses to test the stated hypotheses and justify the conclusions drawn	• Research that demonstrates program effectiveness was designed to minimize alternative explanations, such as through a series of experiments that consistently support a given theory while collectively eliminating the most important competing explanations. • The overall conclusions of program effectiveness are consistent with research observations. • Research that demonstrates program effectiveness presents convincing documentation that the observed results were the result of the intervention. • Research that demonstrates program effectiveness clearly defines the population studied (student demographics such as age and poverty level, as well as cognitive, academic and behavioral characteristics; school attributes such as grade levels, size and racial, ethnic and language minority composition). • Research that demonstrates program effectiveness clearly describes to whom the findings can be generalized. • Research that demonstrates program effectiveness provides a full description of outcome measures.
3. Reliance on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations	• Gains in student reading achievement have been sustained over time. o Student gains in reading have been sustained for at least 2 years, preferably 3 years. • Gains in student reading achievement have been confirmed through independent, third-party evaluation. • Program effectiveness has been demonstrated through multiple investigators in numerous locations. o The effectiveness (demonstrating comparable improvement in reading) of the instructional strategy or program has been replicated in a wide range of classrooms, schools, or districts (e.g., urban, suburban, rural). • Research that demonstrates program effectiveness describes the program in sufficient detail to allow for replicability.

Standards	Descriptors
	• Research that demonstrates program effectiveness explain how instructional fidelity was ensured. o Documentation clearly specifies the instructional strategy or program's implementation requirements and procedures, including professional development for teachers, materials necessary to implement the strategy or program, the necessary assessment tools, and the basic cost for both implementing and maintaining the use of the strategy or program.
4. Acceptance by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review	• Unbiased individuals who were not part of the study have carefully reviewed the research that demonstrates program effectiveness. o The integrity of the research design and its implementation have been confirmed through independent, third party review of the research. o The improvement in student reading has been confirmed through independent, third party review of the research. • Program effectiveness findings have been subjected to external scrutiny and verification.

Appendix G

Documentation of Structured Analysis for Selecting Scientifically Based Reading Research Instructional Strategies and Programs

(August 20, 2002)

Title of Study/Meta-analysis: _____

Author(s): _____

Source, Publication Date & Pages: _____

Is this source (journal or book) refereed? Yes _____ No _____
(SBRR Standard 4)

Reviewer(s): _____Date Reviewed:_____

Check Essential Reading Component(s) Addressed	
Phonemic Awareness	
Phonics	
Fluency	
Vocabulary	
Comprehension	

Check One	
Instructional Strategy/Model	
Program	

Check Application	
Classroom	
Intervention	

Description of subjects: (May included # of participants, age, SES, etc.)

1. What is the name or title of the instructional strategy/model, program, material, or intervention and what was the research question to be answered and/or what is the intended goal?

Name/Title: _____

2. Describe the strategy/model, program, material, or intervention:

3. Was the program effectiveness shown through an experimental design that included experimental and control groups created through random assignment or carefully matched comparison groups? *(SBRR Standard 1)*

No: _____ Yes: _____ If yes, briefly describe.

1. What instruments were used to collect data and what metric(s) (effect size, raw scores, gain scores, etc.) was used to report results? *(SBRR Standard 2)*

2. Briefly describe the findings. *(SBRR Standard 2)*

3. Did the evaluation plan include a measure of implementation? *(SBRR Standard 3)*

No: _____ Yes: _____ If yes, briefly describe.

4. Did the study include evidence that gains in student reading achievement were sustained over time? *(SBRR Standard 3)*

No: _____ Yes: _____ If yes, briefly describe.

5. Did the study cite evidence of replication (of another study or within this study)? *(SBRR Standard 3)*

No: _____ Yes: _____ If yes, briefly describe.

6. Additional comments:

If the article or report doesn't provide the information needed to answer the questions above you should call or email the author. It is not uncommon for publishers to drastically cut essential information out of articles before publishing them.

APPENDIX H

SELECTION STANDARDS AND CRITERIA FOR AWARDING GRANTS

STANDARD 1 – SCHOOLS TO BE SERVED: The LEA identifies the schools to be served through the Reading First program and provides a support structure to insure the success of the schools in achieving the goal of all children reading at grade level of above by the end of 3rd grade.

Criteria:

(1) All the schools eligible for the LEA's Reading First program are specifically identified.

(2) The eligible schools of the LEA's Reading First program are among the schools within the LEA with the highest numbers or percentages of students in kindergarten through 3rd grade reading below grade level when using the most current data available (application of state's criteria); and the schools:
   - (a) are located in an area designated as an empowerment zone or enterprise community (part I of subchapter U of chapter I, Internal Revenue Code); OR
   - (b) are identified for school improvement under Title I, Part A; OR
   - (c) have 25% or more their children who are counted for allocations under Title I, Part A.

(3) The eligible schools to be served through the LEA's Reading First program are specifically identified.

(4) The selection of schools to be served by the LEA's Reading First program is based on a needs assessment of each eligible school that includes an analysis of the extent to which:
   - (a) the current classroom reading program, instruction and instructional materials in kindergarten through 3rd grade are based on scientific research in reading;
   - (b) the current intervention for children in kindergarten through 3rd grade includes instructional strategies and materials that are based on scientific research in reading;
   - (c) the current reading program – kindergarten through 3rd grade – includes screening, diagnostic and classroom-based assessment that is aligned with the essential components of reading, the LEA's standards, benchmarks, and student learning goals, and are reliable and valid for making decisions about individual student needs and progress;
   - (d) the current reading program provides at least 90 minutes of uninterrupted reading instruction;
   - (e) the classroom instruction and intervention is explicit and systematic;
   - (f) instructional groups are used and how the instructional groups are determined;
   - (g) the classroom instruction and intervention includes coordinated instructional sequences, ample opportunities for teacher-directed application, guided practice, and independent practice; and,
   - (h) there is instructional leadership in reading in the school.

(5) The LEA's plan for each school to be served addresses the identified needs and provides sufficient professional development and technical assistance for the staff (instructional and administrative) to improve the comprehensive reading program.

STANDARD 2 – INSTRUCTIONAL ASSESSMENTS: The LEA will use screening, diagnostic, and classroom-based assessments that are reliable and valid, and are aligned with the essential components of reading, and the LEA's standards, benchmarks, and student learning goals.

Definitions:
Screening means assessment that provides information leading to the identification of children who may be at risk for experiencing difficulty in learning to read or who are at risk of not achieving grade level standards and benchmarks in reading.
Diagnostic assessment provides more in-depth information on student skills and instructional needs for planning classroom instruction and for developing quality intervention plans for children who are at risk for reading difficulty.
Classroom-based assessment provides ongoing, frequent information about the progress of each child for the purpose of guiding instruction for individual children or small groups of children. Classroom-based assessment is aligned with grade level standards, benchmarks and instructional goals.

Criteria:
(1) The LEA provides clearly stated assurance that the assessments required by Iowa's Reading First evaluation plan will be administered by individuals who have been trained to administer such assessments and that the resulting and required data from the assessments will be submitted as required by the evaluation plan (provided for on the Assurance Form).
(2) The LEA's screening, diagnostic and classroom-based assessments address all 5 of the essential components of reading instruction (phonemic awareness, phonics, vocabulary development, reading fluency-including oral reading skills, and reading comprehension strategies).
(3) The LEA's screening assessment(s) is valid and reliable for the purpose of screening.
(4) The LEA's diagnostic assessment(s) is valid and reliable for the purpose of diagnosis.
(5) The LEA will use classroom-based assessments that are valid and reliable for the frequent, ongoing monitoring of student progress by classroom and support teachers.
(6) The LEA's screening, diagnostic and classroom-based assessments will be administered by individuals who have been trained to administer the assessments.
(7) The LEA's screening, diagnostic and classroom-based assessments are aligned with the LEA's grade level standards, benchmarks and student learning goals (instructional goals).
(8) The LEA has a clear schedule of assessment for all children in each grade, kindergarten through 3rd grade.

STANDARD 3 – INSTRUCTIONAL STRATEGIES AND PROGRAMS: The LEA's comprehensive reading program is built on scientifically based reading research, addresses all 5 essential components of reading instruction, and is a coherent instructional process that leads to reading proficiency for all students, including those who are reading below grade level.

Criteria:
(1) The LEA's comprehensive reading program provides a coherent instructional program that includes coordinated instructional sequences, ample opportunities for teacher-directed application, guided practice, and independent practice.
(2) The LEA's comprehensive reading program does not "layer" on or add scientifically based reading research instructional strategies, practices and materials to strategies, practices and materials that are currently being used and are not providing student progress in reading so that all children are reading at grade level or above by the end of 3rd grade.
(3) The LEA's grade level standards, benchmarks and student learning goals (instructional goals) address and are aligned with the 5 essential components of reading instruction (phonemic awareness, phonics, vocabulary development, fluency and reading comprehension).

(4) The LEA's comprehensive reading program for kindergarten through 3rd grade classrooms includes all 5 of the essential components of reading instruction (phonemic awareness, phonics, vocabulary development, reading fluency-including oral reading skills, and reading comprehension strategies).
(5) The LEA's comprehensive reading program for kindergarten through 3rd grade classrooms includes explicit and systematic instruction in each of the 5 essential components of reading instruction (phonemic awareness, phonics, vocabulary development, reading fluency-including oral reading skills, and reading comprehension strategies).
(6) The LEA's comprehensive reading program provides more than 90 minutes of uninterrupted reading instruction per day.
(7) The LEA's comprehensive reading program includes a screening and diagnostic process for identifying children who are falling behind their peers in learning to read or are failing to learn to read and require intervention.
(8) The LEA's comprehensive reading program provides for intervention with children who are falling behind their peers in learning to read or are failing to learn to read at each grade level, kindergarten through 3rd grade.
(9) The LEA's intervention for children who are falling behind their peers or are failing to learn to read uses instructional strategies, practices and materials that are based on scientific reading research and have proven to be effective in accelerating achievement.
(10) The LEA's intervention for children who are falling behind their peers or are failing to learn to read includes a specific strategy for monitoring progress and for making instructional decisions.
(11) The LEA's comprehensive reading program for children in kindergarten through 3rd grade is based on research that:
   (a) employed systematic, empirical methods that draw on observation or experiment;
   (b) included rigorous data analyses that were adequate to test the stated hypotheses and justify the conclusions drawn;
   (c) relied on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations;
   (d) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.
(12) The comprehensive reading program includes instructional strategies, practices and materials that are appropriate to all children and have proven to improve reading achievement.

STANDARD 4 – INSTRUCTIONAL MATERIALS: The instructional materials of the LEA's comprehensive reading program are based on scientifically based reading research.

Criteria:
(1) The instructional materials of LEA's comprehensive reading program support instruction in all 5 essential components of reading instruction (phonemic awareness, phonics, vocabulary development, fluency, and reading comprehension).
(2) The instructional materials of the LEA's comprehensive reading program are aligned with the LEA's grade level standards, benchmarks and student learning goals (instructional goals).
(3) The instructional materials of the LEA's comprehensive reading program support explicit and systematic instruction.
(4) The instructional materials of the LEA's comprehensive reading program provide ample application and practice opportunities.
(5) The instructional materials of the LEA's comprehensive reading program, including the instructional materials for supplemental and intervention programs, are based on scientifically based reading research.
(6) The instructional materials, including the instructional materials for supplemental and intervention programs, are integrated and coordinated with the LEA's comprehensive reading program
(7) The instructional materials are used for their intended purposes, e.g., classroom instruction, supplemental instruction, and intervention.

STANDARD 5 – INSTRUCTIONAL LEADERSHIP: The appropriate central office and school-level administrative and leadership personnel of the school district are trained and qualified to support the LEA's comprehensive reading program.

Criteria:

(1) The individual within the LEA's central office or administrative staff who will be responsible for administering and supervising all activities of the LEA's Reading First program is identified.

(2) The individual responsible for administering and supervising the LEA's Reading First program is employed as the LEA's:
   - (a) curriculum director;
   - (b) administrator, director or supervisor of elementary education;
   - (c) director, supervisor or coordinator of reading;
   - (d) superintendent; or,
   - (e) assistant superintendent of instructional or educational services;

   AND
   - (f) has the appropriate authorization or license from the state's Board of Educational Examiners.

(3) For each school included in the LEA's Reading First program, the principal is designated as the instructional leader.

(4) For each school included in the LEA's Reading First program, the principal holds the appropriate authorization from the state's Board of Educational Examiners.

(5) The LEA provides clearly stated assurance that the central office or administrative, and school personnel responsible for instructional leadership of its comprehensive reading program will participate in the Department sponsored leadership training and the Department or LEA sponsored professional development.

(6) The LEA's professional development for administrative and instructional leadership personnel includes:
   - (a) the 5 essential components of reading instruction;
   - (b) the LEA's comprehensive reading program;
   - (c) scientifically based reading research;
   - (d) screening, diagnostic and classroom-based assessment;
   - (e) data-based decision making; and,
   - (f) continuous study of implementation and student performance.

STANDARD 6 – DISTRICT AND SCHOOL BASED PROFESSIONAL DEVELOPMENT: The LEA has a professional development plan for implementing its comprehensive reading program that includes all classroom and support teachers in kindergarten through 3rd grade and that includes each school served through the LEA's Reading First program.

Criteria:

(1) The LEA provides professional development for classroom teachers, support teachers, K-12 special education teachers, and instructional leadership personnel that provides:

(a) ample time for training that includes theory and teaching of the SBRR instructional strategies, and use of the SBRR instructional materials of the comprehensive reading program;
(b) ample demonstrations and practice opportunities of the SBRR instructional strategies, and use of the SBRR instructional materials of the comprehensive reading program during training sessions;
(c) ample opportunities for school-based collaborative planning and practice of the instructional strategies and routines, and use of the instructional materials of the comprehensive reading program with students in classrooms.

(2) The LEA's professional development for classroom teachers, support teachers, K-12 special education teachers, and instructional leadership personnel is distributed over time, providing training sessions that are interspersed with classroom practice so that questions arising from early implementation efforts can be resolved.
(3) The LEA's professional development for classroom teachers, support teachers, K-12 special education teachers, and instructional leadership personnel provides a structure for frequent and ongoing collaborative planning and practice of the instructional strategies and routines, and use of the instructional materials of the comprehensive reading program with students in classrooms.
(4) The LEA's professional development plan includes a structure for providing additional training and support to teachers who need additional assistance.
(5) The LEA's professional development for classroom teachers, support teachers, K-12 special education teachers, and instructional leadership personnel provides for the collection and analysis of implementation data by the provider of the professional development in order to insure implementation of all aspects of the comprehensive reading program and to determine training needs of participants.
(6) For each school participating in the LEA's Reading First program, there is a school-based team that includes classroom and support teachers, and the school's instructional leadership that meets at least twice a month during the school year to study and monitor implementation of the LEA's comprehensive reading program and student progress in learning to read.
AND/OR
(7) The LEA provides explicit documentation and evidence that the classroom teachers, support teachers, K-12 special education teachers, and instructional leadership personnel have been provided professional development in the comprehensive reading program that meets the aforementioned criteria.

STANDARD 7 – DISTRICT BASED TECHNICAL ASSISTANCE: The LEA has a structure for providing ongoing support to participating schools in the implementation of the LEA's comprehensive reading program, and a process for monitoring implementation in each participating school.

Criteria:

(1) The LEA has a structure for supporting each participating school in the implementation of its comprehensive reading program that:
(a) identifies the specific individual(s) responsible for providing assistance;
(b) describes the frequency of assistance; and,
(c) describes how the assistance and support is integrated with the professional development plan.
(2) The individual(s) responsible for supporting each participating school is trained and experienced in implementing the LEA's comprehensive reading program.
(3) The LEA has a process for the ongoing monitoring of each participating school's implementation of its comprehensive reading program that identifies:
(a) the individual(s) responsible for monitoring implementation;
(b) the type of data to be collected and the frequency of data collection;
(c) the procedure for analyzing the data; and;
(d) the use of the data analysis to identify and provide technical assistance to participating schools, and to determine the need for and content of professional development.

(4) The individual(s) responsible for monitoring implementation will be trained in the process or are experienced in conducting the monitoring process.
(5) The LEA's monitoring process includes all instructional personnel and classrooms in each of the participating schools.
(6) The LEA's monitoring and evaluation of student progress includes the disaggregation of the data according to race/ethnicity, eligibility for free and reduced lunch, special education, and limited English proficiency.

STANDARD 8A – EVALUATION STRATEGIES: The LEA has an evaluation strategy for assessing the effectiveness of the LEA's comprehensive reading program that includes the ongoing collection and analysis of implementation data and at least annual collection and analysis of student achievement data for each participating school.

Notes: LEA's will be required to use the SEA-established program evaluation process that includes the collection and reporting of implementation and student achievement data.

Criteria:
(1) The LEA's evaluation plan includes all the required reading assessments of the state's evaluation plan, and a district-level and building-level process for the collection and analysis of the resulting data (student achievement) on at least an annual basis for each of the participating schools.
(2) The LEA's analysis of student achievement includes disaggregation of the data by low-income, major racial/ethnic groups, LEP, and special education.
(3) The LEA's evaluation plan includes a district-level and building-level process for the collection and analysis of implementation data at least 2 times (late fall/early winter and late winter/early spring) during the school year to assess each school's implementation of the LEA's comprehensive reading program.
(4) The LEA's evaluation plan includes a process for providing intervention (additional technical assistance and support) with schools that are not making adequate progress in implementing the comprehensive reading program or are not improving the reading achievement of children in kindergarten through 3rd grade.
(5) The LEA has a district-level team that includes the individual responsible for administering and supervising the Reading First program, the instructional leadership from each of the participating schools, and the SWRT member who is assigned to the LEA and which is responsible for the analysis of implementation and student assessment data, and decision-making regarding the need for intervention with each participating school.

STANDARD 8B – EVALUATION STRATEGIES: The LEA will use implementation and student achievement data to determine whether each participating school should continue to receive Reading First funding.

Criteria:
(1) The LEA has a process for the district-level team described in the previous evaluation strategy standard to report to the LEA superintendent or appropriate administrative team the failure of a participating school to respond to intervention efforts and recommend to discontinue funding.
(2) The LEA has a process for the Superintendent or appropriate administrative team to notify the participating school of the potential loss of Reading First funding and provide the school an opportunity to respond to the action.
(3) The LEA has a process for the Superintendent or appropriate administrative team to render a final decision regarding the participating school's continued funding.

STANDARD 9 – ACCESS TO PRINT MATERIALS: The LEA has identified gaps in the school library and kindergarten through 3rd grade classroom collections, and conducted an analysis of student access and use of the collections for each participating school, and has developed a plan for addressing the gaps in the collections and/or student access and use of the collections.

Notes:
**LEA's will need to report on the size, quality, fiction/nonfiction, etc., and student access of print materials – library and classroom collections.
**Using this data, the LEA's will identify gaps and present a plan for addressing the gaps.

Criteria:
(1) The LEA has completed, for each participating school, a gap analysis of the existing school library and kindergarten through 3rd grade classroom print collections that addresses the size, quality, and fiction/nonfiction balance of the collections.
(2) The LEA has done an analysis of student access and use of the collections, and identified gaps in student access and use of the collections.
(3) The LEA has a specific, well-defined plan for addressing the identified gaps in the collections and student access and use of the collections.
(4) The LEA has specifically allocated Reading First funds for addressing gaps in the collections of each participating school.
(5) The allocation of Reading First funds is coordinated with other funds that the LEA and participating schools have available for print materials.

STANDARD 10 – ADDITIONAL CRITERIA: The LEA application includes a composite budget and budget narrative that provides a clear picture of how the Reading First funds will be used to implement the comprehensive reading program, the necessary professional development, and program monitoring and evaluation activities (proposed actions).

Criteria:
(1) There is a clear and direct relationship of planned expenditures to the actions and activities of the proposed program.
(2) The amount of planned expenditure for all of the various actions and activities of the proposed program are reasonable and justified.
(3) There is clear and specific evidence of coordination of Reading First funds with other funding sources.

Standard 11 – Impact and Coherence: The LEA's application presents an integrated and coherent plan of actions designed to increase student achievement in reading.

(1) The LEA's comprehensive reading program is built on scientifically based reading research and integrates the 5 essential components of reading instruction into a coherent instructional process designed to increase the reading proficiency of all students.
(2) The LEA's instructional assessment and comprehensive reading program are aligned and integrated.
(3) The LEA's professional development plan and technical assistance structures and processes are integrated and designed to operate in a coherent and seamless manner to support the implementation of the LEA's comprehensive reading program and improve student reading achievement.

APPENDIX I

SCORING FORM

School District: _____ Date: _____ Reviewer Number: _____

Standard 1 – Schools To Be Served (Part I of Application Narrative)**:** The LEA identifies the schools to be served through the Reading First program and provides a support structure to insure the success of the schools in achieving the goal of all children reading at grade level of above by the end of 3rd grade.

Points	Exceeds Criteria	Points	Meets Criteria
		1	(1) All the schools eligible for the LEA's Reading First program are specifically identified. Comments:
		1	(2) The eligible schools of the LEA's Reading First program are among the schools within the LEA with the highest numbers or percentages of students in kindergarten through 3rd grade reading below grade level when using the most current data available (application of state's criteria); and the schools: (a) are located in an area designated as an empowerment zone or enterprise community (part I of subchapter U of chapter I, Internal Revenue Code); OR (b) are identified for school improvement under Title I, Part A; OR (c) have 25% or more their children who are counted for allocations under Title I, Part A. Comments:
		1	(3) The eligible schools to be served through the LEA's Reading First program are specifically identified. Comments:

		1 1 1 1 1 1 1 1	(4) The selection of schools to be served by the LEA's Reading First program is based on a needs assessment of each eligible school that includes an analysis of the extent to which: (a) the current classroom reading program, instruction and instructional materials in kindergarten through 3rd grade are based on scientific research in reading; (b) the current intervention for children in kindergarten through 3rd grade includes instructional strategies and materials that are based on scientific research in reading; (c) the current reading program – kindergarten through 3rd grade – includes screening, diagnostic and classroom-based assessment that is aligned with the essential components of reading, the LEA's standards, benchmarks, and student learning goals, and are reliable and valid for making decisions about individual student needs and progress; (d) the current reading program provides at least 90 minutes of uninterrupted reading instruction; (e) the classroom instruction and intervention is explicit and systematic; (f) instructional groups are used and how the instructional groups are determined; (g) the classroom instruction and intervention includes coordinated instructional sequences, ample opportunities for teacher-directed application, guided practice, and independent practice; and, (h) there is instructional leadership in reading in the school. Comments:
		1 1 1	(5) The LEA's plan for each school to be served addresses the identified needs (1 point) and provides sufficient professional development (1 point) and technical assistance (1 point) for the staff (instructional and administrative) to improve the comprehensive reading program. [Professional development and technical assistance elements will be described in Part IV and Part V of application narrative.] Comments:

	Subtotal		Subtotal (maximum = 14)

Standard 2 – Instructional Assessments (Part II of Application Narrative)**:** The LEA will use screening, diagnostic, and classroom-based assessments that are reliable and valid, and are aligned with the essential components of reading, and the LEA's standards, benchmarks, and student learning goals.

Definitions:

Screening means assessment that provides information leading to the identification of children who may be at risk for experiencing difficulty in learning to read or who are at risk of not achieving grade level standards and benchmarks in reading.

Diagnostic assessment provides more in-depth information on student skills and instructional needs for planning classroom instruction and for developing quality intervention plans for children who are at risk for reading difficulty.

Classroom-based assessment provides ongoing, frequent information about the progress of each child for the purpose of guiding instruction for individual children or small groups of children. Classroom-based assessment is aligned with grade level standards, benchmarks and instructional goals.

Points	Exceeds Criteria	Points	Meets Criteria
			(1) The LEA provides clearly stated assurance that the assessments required by Iowa's Reading First evaluation plan will be administered by individuals who have been trained to administer such assessments and that the resulting and required data from the assessments will be submitted as required by the evaluation plan. NOTE: This criterion is provided for on the Assurance Form and therefore is not scored.
2 2	(2) The LEA's assessments address oral language (speaking and listening) as appropriate to the targeted grade levels (K-3). (2) The LEA's assessments address writing as appropriate to the targeted grade levels.	1 for PA 1 for Ph 1 for Voc 1 for Fl 1 for Com	(2) The LEA's screening, diagnostic and classroom-based assessments address all 5 of the essential components of reading instruction (phonemic awareness, phonics, vocabulary development, reading fluency-including oral reading skills, and reading comprehension strategies). Comments:
		1	(3) The LEA's screening assessment(s) is valid and reliable for the purpose of screening. Comments:
			(4) The LEA's diagnostic assessment(s) is valid and reliable for the

			purpose of diagnosis. Comments:
2	(5) The LEA's classroom-based assessments are clearly aligned with the comprehensive reading program, address the 5 essential components as well as other relevant areas of instruction (such as writing), and provide ongoing, frequent information for guiding instruction and monitoring student progress.	1	(5) The LEA will use classroom-based assessments that are valid and reliable for the frequent, ongoing monitoring of student progress by classroom and support teachers. Comments:
2 2 2 2	(6) The LEA has a clearly articulated plan for training individuals to administer the assessments. (6) The provider(s) of the training is specifically identified. (6) The provider(s) of the training is experienced in administering the assessments and providing professional development. (6) The LEA's training plan includes practice administration of the various assessments.	1	(6) The LEA's screening, diagnostic and classroom-based assessments will be administered by individuals who have been trained to administer the assessments. Comments:
		1	(7) The LEA's screening, diagnostic and classroom-based assessments are aligned with the LEA's grade level standards, benchmarks and student learning goals (instructional goals). Comments:
2	(8) The LEA has a schedule of assessment for all children in each grade, kindergarten through 3rd grade, that includes the administration and analysis of diagnostic assessments (appropriate to component and grade level) for the 5 essential components three times a year (Fall, Winter, Spring).	1 1	(8) The LEA has a clear schedule of assessment for all children in each grade, kindergarten through 3rd grade: ITBS = annual (1 point); diagnostic assessments (appropriate to component and grade level) for the 5 essential components = twice a year (Fall and Spring) (1 point). Comments:
	Subtotal (maximum = 16)		Subtotal (maximum = 11)

Standard 3 – Instructional Strategies and Programs (Part II of Application Narrative)**:** The LEA's comprehensive reading program is built on scientifically based reading research, addresses all 5 essential components of reading instruction, and is a coherent instructional process that leads to reading proficiency for all students, including those who are reading below grade level.

Points	Exceeds Criteria	Points	Meets Criteria
		1 1 1 1	(1) The LEA's comprehensive reading program provides a coherent instructional program that includes coordinated instructional sequences (1 point), ample opportunities for teacher-directed application (1 point), guided practice (1 point), and independent practice (1 point). Comments:
2	(2) The LEA is eliminating instructional strategies, programs and materials that are not anchored to scientifically based reading research and are not producing student gains in reading achievement.	1	(2) The LEA's comprehensive reading program does not "layer" on or add scientifically based reading research instructional strategies, practices and materials to strategies, practices and materials that are currently being used and are not providing student progress in reading so that all children are reading at grade level or above by the end of 3rd grade. Comments:
		1	(3) The LEA's grade level standards, benchmarks and student learning goals (instructional goals) address and are aligned with the 5 essential components of reading instruction (phonemic awareness, phonics, vocabulary development, fluency and reading comprehension). Comments:
3	(4) The LEA's comprehensive reading program for kindergarten through 3rd grade classrooms includes the integration of oral language and reading instruction as appropriate to the targeted grade levels.	1 for PA 1 for Ph 1 for Voc	(4) The LEA's comprehensive reading program for kindergarten through 3rd grade classrooms includes all 5 of the essential components of reading instruction (phonemic awareness, phonics, vocabulary development, reading fluency-including oral reading skills, and reading comprehension strategies). Comments:

3	(4) The LEA's comprehensive reading program for kindergarten through 3rd grade classrooms includes the integration of writing and reading instruction as appropriate to the targeted grade levels.	1 for Fl 1 for Com	
		1 for PA 1 for Ph 1 for Voc 1 for Fl 1 for Com	(5) The LEA's comprehensive reading program for kindergarten through 3rd grade classrooms includes explicit and systematic instruction in each of the 5 essential components of reading instruction (phonemic awareness, phonics, vocabulary development, reading fluency-including oral reading skills, and reading comprehension strategies). Comments:
		1	(6) The LEA's comprehensive reading program provides more than 90 minutes of uninterrupted reading instruction per day. Comments:
		1	(7) The LEA's comprehensive reading program includes a screening and diagnostic process for identifying children who are falling behind their peers in learning to read or are failing to learn to read and require intervention. Comments:
		1	(8) The LEA's comprehensive reading program provides for intervention with children who are falling behind their peers in learning to read or are failing to learn to read at each grade level, kindergarten through 3rd grade. Comments:
		1	(9) The LEA's intervention for children who are falling behind their peers or are failing to learn to read uses instructional strategies, practices and materials that are based on scientific reading research and have proven to be effective in accelerating achievement.

			Comments:
		1	(10) The LEA's intervention for children who are falling behind their peers or are failing to learn to read includes a specific strategy for monitoring progress and for making instructional decisions. Comments:
10	(11) The scientifically based reading research (SBRR) for the LEA's comprehensive reading program clearly articulates the program's research foundations in addition to the required SBRR documentation forms.	3 3 3 3 10	(11) The LEA's comprehensive reading program for children in kindergarten through 3rd grade is based on research that: (a) employed systematic, empirical methods that draw on observation or experiment; (b) included rigorous data analyses that were adequate to test the stated hypotheses and justify the conclusions drawn; (c) relied on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; (d) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review. The documentation of the scientifically based reading research of the LEA's comprehensive reading program is presented in the Appendix of the application. Comments:
		1 1	(12) The comprehensive reading program includes instructional strategies, practices and materials that are appropriate to all children (1 point) and have proven to improve reading achievement (1 point). Comments:

	Subtotal (maximum = 18)		Subtotal (maximum = 45)

Standard 4 – Instructional Materials (Part II of Application Narrative)**:** The instructional materials of the LEA's comprehensive reading program are based on scientifically based reading research.

Points	Exceeds Criteria	Points	Meets Criteria
		1 for PA 1 for Ph 1 for Voc 1 for Fl 1 for Com	(1) The instructional materials of LEA's comprehensive reading program support instruction in all 5 essential components of reading instruction (phonemic awareness, phonics, vocabulary development, fluency, and reading comprehension). Comments:
		1	(2) The instructional materials of the LEA's comprehensive reading program are aligned with the LEA's grade level standards, benchmarks and student learning goals (instructional goals). Comments:
		1	(3) The instructional materials of the LEA's comprehensive reading program support explicit and systematic instruction. Comments:
		1	(4) The instructional materials of the LEA's comprehensive reading program provide ample application and practice opportunities. Comments:
		1	(5) The instructional materials of the LEA's comprehensive reading program, including the instructional materials for supplemental and intervention programs, are based on scientifically based reading research. Comments:

		1	(6) The instructional materials, including the instructional materials for supplemental and intervention programs, are integrated and coordinated with the LEA's comprehensive reading program. Comments:
		1	(7) The instructional materials are used for their intended purposes, e.g., classroom instruction, supplemental instruction, and intervention. Comments:
	Subtotal		Subtotal (maximum = 11)

Standard 5 – Instructional Leadership (Part III of Application Narrative)**:** The appropriate central office and school-level administrative and leadership personnel of the school district are trained and qualified to support the LEA's comprehensive reading program.

Points	Exceeds Criteria	Points	Meets Criteria
		1	(1) The individual within the LEA's central office or administrative staff who will be responsible for administering and supervising all activities of the LEA's Reading First program is identified. Comments:
		1 1	(2) The individual responsible for administering and supervising the LEA's Reading First program is employed as the LEA's: (g) curriculum director; (h) administrator, director or supervisor of elementary education; (i) director, supervisor or coordinator of reading; (j) superintendent; or, (k) assistant superintendent of instructional or educational services; AND (l) has the appropriate authorization or license from the state's Board of Educational Examiners. Comments:
		1	(3) For each school included in the LEA's Reading First program, the principal is designated as the instructional leader. Comments:
		1	(4) For each school included in the LEA's Reading First program, the principal holds the appropriate authorization from the state's Board of Educational Examiners. Comments:

		1	(5) The LEA provides clearly stated assurance that the central office or administrative, and school personnel responsible for instructional leadership of its comprehensive reading program will participate in the Department sponsored leadership training and the Department or LEA sponsored professional development. Comments:
2 4	(6) The provider(s) of the LEA's professional development for administrative and instructional leadership personnel is specifically identified. (6) The provider(s) of the LEA's professional development for administrative and instructional leadership personnel is qualified to provide and experienced in providing professional development for the identified areas and for administrative and instructional leadership personnel.	1 1 1 1 1 1	(6) The LEA's professional development for administrative and instructional leadership personnel includes: (a) the 5 essential components of reading instruction; (b) the LEA's comprehensive reading program; (c) scientifically based reading research; (d) screening, diagnostic and classroom-based assessment; (e) data-based decision making; and, (f) continuous study of implementation and student performance. Comments:
	Subtotal (maximum = 6)		Subtotal (maximum = 12)

Standard 6 – District and School Based Professional Development (Part IV of Application Narrative): The LEA has a professional development plan for implementing its comprehensive reading program that includes all classroom and support teachers in kindergarten through 3rd grade and that includes each school served through the LEA's Reading First program.

Points	Exceeds Criteria	Points	Meets Criteria
3 3 3 3	(1) The provider(s) of the professional development are specifically identified. (1) The provider(s) of the professional development are experienced in implementing the instructional strategies and programs, and teaching models, and are experienced at providing quality professional development. (1) The LEA's professional development plan provides for the teaching of theory and research foundation of the specific instructional strategies and programs, and teaching models that are the focus of the training. (1) The LEA's professional development plan includes classroom and support teachers serving upper elementary students as appropriate to the strategies, programs, and materials that are the focus of training.	1 1 1	(1) The LEA provides professional development for classroom teachers (k-3), support teachers (K-3), K-12 special education teachers, and instructional leadership personnel that provides: (a) ample time for training that includes theory and teaching of the SBRR instructional strategies, and use of the SBRR instructional materials of the comprehensive reading program; (b) ample demonstrations and practice opportunities of the SBRR instructional strategies, and use of the SBRR instructional materials of the comprehensive reading program during training sessions (1 point); (c) ample opportunities for school-based collaborative planning and practice of the instructional strategies and routines, and use of the instructional materials of the comprehensive reading program with students in classrooms (1 point). Comments:
		1	(2) The LEA's professional development for classroom teachers (K-3), support teachers (K-3), K-12 special education teachers, and instructional leadership personnel is distributed over time, providing training sessions that are interspersed with classroom practice so that questions arising from early implementation efforts can be resolved. Comments:
		1	(3) The LEA's professional development for classroom teachers, support teachers, K-12 special education teachers, and instructional leadership personnel provides a structure for frequent and ongoing collaborative planning and practice of the instructional strategies and routines, and use of the instructional materials of the comprehensive reading program with students in classrooms.

			Comments:
		1	(4) The LEA's professional development plan includes a structure for providing additional training and support to teachers who need additional assistance. Comments:
		1	(5) The LEA's professional development for classroom teachers (K-3), support teachers (K-3), K-12 special education teachers, and instructional leadership personnel provides for the collection and analysis of implementation data by the provider of the professional development in order to insure implementation of all aspects of the comprehensive reading program and to determine training needs of participants. Comments:
3	(6) The LEA's professional development effort clearly includes a plan for building capacity to support implementation of the LEA's comprehensive reading program in other schools in the district that are not participating in Reading First and have high numbers or percentages of students who are reading below proficiency in kindergarten through 3rd grade.	1	(6) For each school participating in the LEA's Reading First program, there is a school-based team that includes classroom and support teachers, and the school's instructional leadership that meets at least twice a month during the school year to study and monitor implementation of the LEA's comprehensive reading program and student progress in learning to read. Comments:

AND/OR

		1	(7) The LEA provides explicit documentation and evidence that the classroom teachers (K-3), support teachers (K-3), K-12 special education teachers, and instructional leadership personnel have been provided professional development in the comprehensive reading program that meets the aforementioned criteria.

			Comments:
	Subtotal (maximum = 15)		Subtotal (maximum = 9)

Standard 7 – District Based Technical Assistance (Part V of Application Narrative)**:** The LEA has a structure for providing ongoing support to participating schools in the implementation of the LEA's comprehensive reading program, and a process for monitoring implementation in each participating school.

Points	Exceeds Criteria	Points	Meets Criteria
		1 1 1	(1) The LEA has a structure for supporting each participating school in the implementation of its comprehensive reading program that: (a) identifies the specific individual(s) responsible for providing assistance; (b) describes the frequency of assistance; and, (c) describes how the assistance and support is integrated with the professional development plan. Comments:
		1	(2) The individual(s) responsible for supporting each participating school is trained and experienced in implementing the LEA's comprehensive reading program. Comments:
2 2	(3) The data collection procedures for monitoring the implementation of the comprehensive reading program by each participating school includes self-reporting by classroom teachers (2 points) and observation of classroom instruction by the individual(s) responsible for supporting implementation and/or the principal (2 points).	1 1 1 1	(3) The LEA has a process for the ongoing monitoring of each participating school's implementation of its comprehensive reading program that identifies: (a) the individual(s) responsible for monitoring implementation; (b) the type of data to be collected and the frequency of data collection; (c) the procedure for analyzing the data; and; (d) the use of the data analysis to identify and provide technical assistance to participating schools, and to determine the need for and content of professional development. Comments:
		1	(4) The individual(s) responsible for monitoring implementation will be trained in the process or is experienced in conducting the monitoring process.

			Comments:
		1	(5) The LEA's monitoring process includes all instructional personnel and classrooms in each of the participating schools. Comments:
3	(6) The monitoring and evaluation of student progress includes formal consideration of student achievement data of each participating school by the district-level team at least 3 times per school year (Fall, Winter, Spring).	1	(6) The LEA's monitoring and evaluation of student progress includes the disaggregation of the data according to race/ethnicity, eligibility for free and reduced lunch, special education, and limited English proficiency. Comments:
	Subtotal (maximum = 7)		Subtotal (maximum = 11)

Standard 8a – Evaluation Strategies (Part VI of Application Narrative)**:** The LEA has an evaluation strategy for assessing the effectiveness of the LEA's comprehensive reading program that includes the ongoing collection and analysis of implementation data and at least annual collection and analysis of student achievement data for each participating school.

Note: LEA's will be required to use the state-established program evaluation process that includes the collection and reporting of student population, general school, implementation and student achievement data (assurance).

Points	Exceeds Criteria	Points	Meets Criteria
		1 1	(1) The LEA's evaluation plan includes all the required reading assessments of the state's evaluation plan (1 point), and a district-level and building-level process for the collection and analysis of the resulting data (student achievement) on at least an annual basis for each of the participating schools (1 point). Comments:
		1	(2) The LEA's analysis of student achievement includes disaggregation of the data by gender, grade level, low-income, major racial/ethnic groups, LEP, and special education, and includes participation rates. Comments:
2 OR 5	(3) The LEA's evaluation plan includes a district-level and building-level process for the collection and analysis of implementation data at least 4 times during the school year to assess each school's implementation of the LEA's comprehensive reading program. (2 points) OR (3) The LEA's evaluation plan includes a district-level and building-level process for the collection and analysis of implementation data monthly (Sep.-May) during the school year to assess each school's implementation of the LEA's comprehensive reading program. (5 points)	1 1 1 1 1	(3) The LEA's evaluation plan includes a district-level (1 point) and building-level process (1 point) for the collection (1 point) and analysis (1 point) of implementation data at least 2 times (late fall/early winter and late winter/early spring) (1 point) during the school year to assess each school's implementation of the LEA's comprehensive reading program. Comments:

2 2	(4a) The LEA has clearly established performance benchmarks for judging the progress schools are making in implementing the comprehensive reading program. (4b) The LEA has clearly established performance benchmarks for student achievement for judging the progress of its schools in improving the reading achievement of students.	1	(4) The LEA's evaluation plan includes a process for providing intervention (additional technical assistance and support) with schools that are not making adequate progress in implementing the comprehensive reading program or are not improving the reading achievement of children in kindergarten through 3rd grade. Comments:
		1	(5) The LEA has a district-level team that includes the individual responsible for administering and supervising the Reading First program, the instructional leadership from each of the participating schools, and the SWRT member who is assigned to the LEA and which is responsible for the analysis of implementation and student assessment data, and decision-making regarding the need for intervention with each participating school Comments:
	Subtotal (maximum = 9)		Subtotal (maximum = 10)

Standard 8b – Evaluation Strategies (Part VI of Application Narrative)**:** The LEA will use the implementation and student achievement data to determine whether each participating school should continue to receive Reading First funding.

Points	Exceeds Criteria	Points	Meets Criteria
		1	(1) The LEA has a process for the district-level team described in the previous evaluation strategy standard to report to the LEA superintendent or appropriate administrative team the failure of a participating school to respond to intervention efforts and recommend to discontinue funding. Comments:
		1	(2) The LEA has a process for the Superintendent or appropriate administrative team to notify the participating school of the potential loss of Reading First funding and provide the school an opportunity to respond to the action. Comments:
		1	(3) The LEA has a process for the Superintendent or appropriate administrative team to render a final decision regarding the participating school's continued funding. Comments:
	Subtotal		Subtotal (maximum = 3)

Standard 9 – Access to Print Materials (Part VII of Application Narrative)**:** The LEA has identified gaps in the school library and kindergarten through 3rd grade classroom collections, and conducted an analysis of student access and use of the collections for each participating school, and has developed a plan for addressing the gaps in the collections and/or student access and use of the collections.

Note: LEA's will need to report on the size, quality, fiction/nonfiction, etc., and student access of print materials –library and classroom. Using this data, the LEA's will identify gaps and present a plan for addressing the gaps.

Points	Exceeds Criteria	Points	Meets Criteria
		2	(1) The LEA has completed, for each participating school, a gap analysis of the existing school library and kindergarten through 3rd grade classroom print collections that addresses the size, quality, and fiction/nonfiction balance of the collections. Comments:
		2	(2) The LEA has done an analysis of student access and use of the collections, and identified gaps in student access and use of the collections. Comments:
		1	(3) The LEA has a specific, well-defined plan for addressing the identified gaps in the collections and student access and use of the collections. Comments:
5	(4) The LEA has a clearly articulated plan for identifying quality nonfiction books that align with concepts taught in science, mathematics, health and physical education, social studies, and fine arts.	1	(4) The LEA has specifically allocated Reading First funds for addressing gaps in the collections of each participating school. Comments:
		1	(5) The allocation of Reading First funds is coordinated with other funds that the LEA and participating schools have available for print materials

			Comments:
	Subtotal (maximum = 5)		Subtotal (maximum = 7)

Standard 10 – Budget: The LEA application includes a composite budget and budget narrative that provides a clear picture of how the Reading First funds will be used to implement the comprehensive reading program, the necessary professional development, and program monitoring and evaluation activities (proposed actions).

Met	Criteria
Yes No	(1) There is a clear and direct relationship of planned expenditures to the actions and activities of the proposed program. Comments:
Yes No	(2) The amount of planned expenditure for all of the various actions and activities of the proposed program are reasonable and justified. Comments:
Yes No	(3) There is clear and specific evidence of coordination of Reading First funds with other funding sources. Comments:

Yes No **Standard 10 Met**

Standard 11 – Impact and Coherence: The LEA's application presents an integrated and coherent plan of actions designed to increase student achievement in reading.

Points	Exceeds Criteria	Points	Meets Criteria
		4	(1) The LEA's comprehensive reading program is built on scientifically based reading research and integrates the 5 essential components of reading instruction into a coherent instructional process designed to increase the reading proficiency of all students. Comments:
		4	(2) The LEA's instructional assessment and comprehensive reading program are aligned and integrated. Comments:
		4	(3) The LEA's professional development plan and technical assistance structures and processes are integrated and designed to operate in a coherent and seamless manner to support the implementation of the LEA's comprehensive reading program and improve student reading achievement. Comments:
	Subtotal		Subtotal (maximum = 12)

Iowa's Reading First Grant Program for Eligible School Districts

Review Panel Scoring Summary Form

School District: _____

Date: _____ Review Panel Number: _____

SCORING SUMMARY

(Maximum number of points for each standard for "Exceeds Criteria" and "Meets Criteria" appears in parenthesis in the appropriate cell of the following table.)

EXCEEDS CRITERIA POINTS	MEETS CRITERIA POINTS	STANDARD
	(14)	STANDARD 1 (PART I OF APPLICATION NARRATIVE)
(16)	(11)	STANDARD 2 (PART II OF APPLICATION NARRATIVE)
(18)	(45)	STANDARD 3 (PART II OF APPLICATION NARRATIVE)
	(11)	STANDARD 4 (PART II OF APPLICATION NARRATIVE)
(6)	(12)	STANDARD 5 (PART III OF APPLICATION NARRATIVE)
(15)	(9)	STANDARD 6 (PART IV OF APPLICATION NARRATIVE)
(7)	(11)	STANDARD 7 (PART V OF APPLICATION NARRATIVE)
(9)	(10)	STANDARD 8A (PART VI OF APPLICATION NARRATIVE)
	(3)	STANDARD 8B (PART VI OF APPLICATION NARRATIVE)
(5)	(7)	STANDARD 9 (PART VII OF APPLICATION NARRATIVE)
		STANDARD 10 (BUDGET – SEE BELOW)
	(12)	STANDARD 11 (IMPACT AND COHERENCE)
(76)	(145)	SUBTOTAL

_____ **Total Points (Exceeds Criteria subtotal + Meets Criteria subtotal)**

(The minimum number of points required to be eligible for funding is 145. All basic criteria must be met to be eligible for funding; that is, the subtotal of the above "Meets Criteria Points" column must total 145.)

YES	NO	REQUIREMENT
		BUDGET (COMPOSITE FORM & NARRATIVE)
		ASSURANCE FORM (SIGNED ASSURANCE FORM)

Review Panel Recommendation*: Fund? YES NO

**Recommendation for funding requires 145 points under "Meets Criteria Points" column and the "YES" column checked for the Budget and Assurance Form.*

Review Panel Comments:

Part I:

Part II:

Part III:

Part IV:

Part V:

Part VI:

Part VII:

Budget:

Impact and Coherence:

APPENDIX J

Recommended Professional Resources

National Research Council (Committee on the Prevention of Reading Difficulties in Young Children) (1998). **Preventing reading difficulties in young children**. Washington, D.C.: National Academy Press.

National Research Council (1999). **Starting out right: A guide to promoting children's reading success**. Washington, D.C.: National Academy Press.

National Institute of Child Health and Human Development (2000). **Report of the National Reading Panel: Teaching children to read**. Washington, D.C.: U. S. Department of Health and Human Services.

Center for the Improvement of Early Reading Achievement (2001). **Put reading first: The research building blocks for teaching children to read, Kindergarten through Grade 3**. Washington, D.C.:

Iowa Department of Education (2001). **Every child reads: Accelerating reading achievement through structured school improvement**. Des Moines, IA: Iowa Department of Education, Bureau of Instructional Services.