



COLORADO

Department of Education



REQUEST FOR INFORMATION

Proposals Due: October 27, 2015 by 4:00 pm

READ Act
Instructional Programming
School Year 2015-2016

For more information contact:

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Issued by:



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*Director of Human Resources
Colorado Department of Education
201 East Colfax Avenue, #201
Denver, CO 80203*

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Background

House Bill 12-1238, the Colorado Reading to Ensure Academic Development Act (Colorado READ Act), was passed by the Colorado Legislature during the 2012 legislative session. The READ Act repeals the Colorado Basic Literacy Act (CBLA) as of July 1, 2013, keeping many of the elements of CBLA such as a focus on K-3 literacy, assessment, and individual plans for students reading below grade level. The READ Act differs from CBLA by focusing on students identified as having a significant reading deficiency, delineating requirements for parent communication, and providing funding to support intervention. Other components of the Colorado READ Act include a competitive Early Literacy Grant and a resource bank of assessments, instructional programming, and professional development.

Purpose

The purpose of this Request for Information (RFI) is to solicit Instructional Programming in Spanish and English for inclusion on the 2013-2014 *Read Act Advisory List of Instructional Programming*, pursuant to C.R.S. 22-7-1209. This is not a competitive process. Any provider that meets the criteria specified below may be considered for inclusion on the provider list. The advisory list will be available to Colorado schools and school districts via the Colorado Department of Education's website: <http://www.cde.state.co.us/coloradoliteracy/ReadAct/index.asp>. This RFI does not include a provision for expenditure of state funds to providers on the list, and there is no guarantee that providers will be selected by schools/districts. The list of providers will be maintained by the Colorado Department of Education (CDE). The list will be updated periodically. There will be an opportunity for new providers to apply to be added to the list by meeting the criteria specified below. Providers may be removed from the list if their instructional programming is found to no longer meet the stated criteria. The state may revise its criteria over time as needed.

The main purpose of the *Read Act Advisory List of Instructional Programming* is to provide districts and schools with a choice of instructional programming that adequately enhances teacher quality and is a major vehicle that schools/districts can utilize to upgrade their capacity as it relates to the implementation of the READ Act. Instructional Programming may include materials for K-3 core/universal and/or K-3 targeted and intensive instructional interventions in both Spanish and English.

Programs previously reviewed and approved that have not had changes in their programming do not need to resubmit for this review, they will remain on the approved list. However, if a program was previously reviewed and approved and now has a new edition, the new edition will need to be submitted for approval.

Eligibility Requirements

To be included on the *READ Act Advisory List of Instructional Programming*, submissions for inclusion must meet the following eligibility requirements. (Note: The Colorado Department of Education recognizes that a submitted instructional program may be designed to be specific and targeted to meet a particular content. As an example, an intervention program may specifically target phonics or vocabulary).

Instructional Design of the Program:

- Proven to accelerate student progress in attaining reading competency.
- A long-term plan for teaching and learning that includes structured, daily lesson models/plans.
- Includes an instructional design that is systematic, cumulative, and sequential, so that the presentation of each concept follows a standard progression—from the instructor teaching the concept, to the students practicing with support from the teacher, to the students practicing independently until they demonstrate mastery.
- Supporting materials provide additional review and practice of the content taught in class. Purposeful, explicit opportunities daily for developing knowledge-based competencies as well as systematic and explicit instruction that targets skill-based competencies.
- Includes texts with increased levels of decodability.

Components of the Program:

- Teaches each of the five components of reading thoroughly, explicitly, and with planned connections to the others. These 5 components include phonemic awareness, phonics, vocabulary development, oral reading fluency, and reading comprehension. May also address spelling and writing.
- Clearly delineates between the development of phonological awareness, including phonemic awareness, and phonics instruction. The program must address all levels of phonological awareness.
- Recognizes that phonics instruction is more than simple connections between letters and sounds and systematically teaches phonics correspondences in a logical order with sufficient practice to support their application to reading and spelling; is on-going through third grade, including longer, more complex words and word analysis.
- Must be aligned to the Colorado READ Act.
- Provides opportunities for students to engage in oral language development activities with an emphasis on academic vocabulary.

Alignment to the Colorado Academic Standards:

- Aligned to the Colorado Academic Standards.
- Includes texts on core academic content to assist the student in maintaining, meeting, or exceeding grade appropriate proficiency levels in academic sessions in addition to reading.

Assessments:

- Includes scientifically-based and reliable assessments.
- Provides initial and on-going analysis of students' progress in attaining reading competency.

Types of Instructional Programming

- The CDE is seeking a variety of instructional programming that may be used for K-3 core/universal instruction and K-3 targeted or intensive instruction in Spanish and English
- Student audiences could and should comprise of Special Education students, English Language Learners, and Regular Education students.
- Types of instructional programming could include, but may not be limited to:
 - Comprehensive reading programs
 - Intervention programs related to particular sub-skills of reading
 - Comprehensive reading programs that may align with a particular reading program or as a stand-alone Tier 2 or Tier 3 intervention
 - Computer or technology based intervention
 - Supplemental instructional materials for Universal instruction
 - Tutoring programs

Review Process

The format outlined below must be followed in order to assure consistent application of the evaluation criteria. An electronic version of the proposal must be submitted to Marisa Calzadillas: Calzadillas_M@CDE.state.co.us and Alisa Dorman at: Dorman_A@cde.state.co.us by Tuesday, October 27, 2015 at 4:00 pm.

What to Include:

1. Fill out the online intent to submit form by October 9, 2015
2. In addition to the electronic version of the proposal, please provide 5 hardcopies of the proposal mailed to the Colorado Department of Education to the attention of Marisa Calzadillas at 201 E. Colfax Ave., Room 106, Denver, CO 80203. All submissions must include sufficient examples of the instructional programming to encompass the breadth and scope of the program. Teacher editions and samples materials from each

grade level would be defined as sufficient. These instructional materials must also be received by October 27, 2015 and must be delivered to the address outlined. Incomplete proposals will NOT be considered. The CDE will not be responsible for returning materials after the review process; submitters can make arrangements to pick up materials if they would like them returned.

The written submission of the proposal and the examples of the instructional program will be reviewed by a team of readers with experience in the content areas outlined in this Request for Information. Proposals will be scored using the attached rubric. Applicants that do not meet the qualifications will be notified and may reapply in future years.

Please note: Submitters who do not complete the intent to submit form by end of the day October 9, 2015 will not be considered eligible for the review process.

Timeline

September 28, 2015	Request for Information available on the CDE website
October 9, 2015	Applicants indicate electronically via this form intent to submit which is REQUIRED to be considered for the review process
October 27, 2015	Proposals and examples of instructional programs must be received by CDE by 4:00 pm
November 11, 12 and 13, 2015	CDE will review proposals.
November 20, 2015	Applicants will be notified of the status of their proposal.
November 23 – December 8, 2015	Applicants may appeal the decisions of the review process
December 8 -December 30, 2015	The CDE will respond to any appeals to the review process
By January 8, 2016	The Colorado Department of Education will post to their website updates and additions to the READ Act Advisory List of Instructional Programming.

Required Format

Proposals should include the RFI required elements outlined below. Do not send the full RFI as part of the organization's proposal.

- All pages must be standard letter size, 8-1/2" x 11" using no smaller than 12 point type.
- Providers who have an interest may submit no more than a two-page letter of interest/narrative (brief summary) which addresses the criteria for the advisory list of instructional programming. The criteria may be found in the Eligibility Requirements section of this RFI.
- Providers should also include a more detailed description of no more than 20 pages describing how the instructional programming submitted meets the criteria outlined in the Eligibility Requirements.
- Use document footer with the name of the entity and page numbers.

- Use 1-inch margins.
- Proposals will only be considered complete when the following have been received; electronic document in PDF format, 5 additional hard copies submitted via mail, and complete examples of the instructional program materials referred to in the proposal.

All materials should be sent to:

Colorado Department of Education
Attn: Office of Literacy; Attn: Marisa Calzadillas
201 E. Colfax Ave., Room 106
Denver, Co. 80203

Required Elements

A complete proposal includes:

Part I: **Cover Page**

Part II: **Letter of interest and/or narrative** (maximum 2 pages with a brief overview/summary describing how the instructional program meets the outlined criteria)

Part III: **Detailed descriptions** (limited to 20 pages) **of how the instructional programming meets the criteria outlined in the Eligibility Requirements section.**

Part IV: **Examples of the Instructional Programming**

Deliver by 4 p.m. on Tuesday, October 27, 2015 to:

Marisa Calzadillas

Colorado Department of Education

Office of Literacy

201 E. Colfax Avenue, #106

Denver, CO 80203

Submit an electronic copy of the proposal to:

Dorman_A@cde.state.co.us and Calzadillas_M@cde.state.co.us

**READ Act Colorado State Board of Education
Advisory List of Instructional Programming
2015-2016**

PART I: COVER PAGE <i>(Complete and attach as the first page of proposal)</i>	
Name of Entity:	
Contact Person for the Proposal:	
Mailing Address:	
Telephone:	Webpage:
Email:	
List the type of instructional programming:	
List the targeted audience for the instructional programming:	
Any other information required to complete the description of the submitted instructional programming:	

Proposal # _____

Reviewer: _____

READ Act Advisory List of Instructional Programming

Part I: Proposal Form/Cover Page (Not scored)

Part II: Letter of Interest/Narrative: Brief 2-page overview/summary describing how the Instructional Programming meets the outlined criteria (Not scored)

Part III: Detailed description of how the Instructional Programming meets the following criteria outlined in the Eligibility Requirements section (20-page limit):

- A. **Instructional design of the program:** Accelerates student learning of reading; is systematic, structured and sequential in the lesson design; provides supporting materials and allows for sufficient practice; develops both the knowledge-based competencies as well as the skill-based competencies of reading; and includes texts that increase in complexity of decodability. (40 points)
- B. **Components of the program:** Teaches each of the components of reading in a thorough manner with appropriate time given to each component based on research findings; clearly delineates between the development of phonological awareness, including phonemic awareness, and phonics instruction; provides opportunities for students to engage in oral language development with an emphasis on academic language and; must be aligned to the Colorado READ Act. (40 points)
- C. **Colorado Academic Standards:** Aligned to the Colorado Academic Standards. Includes texts on core academic content to assist the student in maintaining, meeting, or exceeding grade appropriate proficiency levels in academic sessions in addition to reading. (40 points)
- D. **Assessments:** Includes scientifically-based and reliable assessments; provides initial and on-going analysis of the students' progress in attaining reading competency. (40 points)

TOTAL (all areas): 160 points

Part IV: Program materials will be reviewed and considered when calculating scores above.

TOTAL POINTS: ___ out of 160 possible

GENERAL COMMENTS: *Please indicate support for scoring by including overall strengths and weaknesses. These comments are used on feedback forms to applicants.*

Strengths:

(1) _____

(2) _____

Weaknesses:

(1) _____

(2) _____

Recommendations:

Recommended _____

Not Recommended _____

Signature of Reviewer _____ **Date** _____

READ Act Advisory List of Instructional Programming

Part IIIA: Instructional Design of the Program - The program is designed in such a way that it accelerates student learning; includes a long-term plan for learning with structured units and daily lesson plans; is systematic, sequential, and cumulative; provides additional review and practice of lessons taught; develops both the knowledge-based as well as the skill-based competencies of reading; includes decodable text.

Points	
<p style="text-align: center;">0-10 Points</p> <p style="text-align: center;">__Points</p>	<ul style="list-style-type: none"> • Is not proven to accelerate student learning in reading • Does not include a long-term plan for learning • There are no sequential units or lesson plans. • Lessons do not follow a gradual release of responsibility from teacher to learner. • Does not include both the knowledge-based and skill-based procedures for learning to read. • There are not adequate supporting materials that allow for practice. • Does not include decodable text
<p style="text-align: center;">11-20 Points</p> <p style="text-align: center;">__Points</p>	<ul style="list-style-type: none"> • Acceleration of learning to read may be anticipated. • Does include a long-term plan for learning but is difficult to follow and not in an appropriate sequential manner • There are units and lesson plans, but they are not substantive in design. • Practice materials are included but not of significant frequency or variety that allows for adequate practice of lessons taught • Includes the learning of both the knowledge-based procedures of reading as well as skill-based procedures of reading, but one or the other is not adequate in scope. • Includes decodable text, but they are only designed for basic decoding skills and/or sufficient decodable text is not provided
<p style="text-align: center;">21-30 Points</p> <p style="text-align: center;">__Points</p>	<ul style="list-style-type: none"> • Acceleration of learning to read is possible. • There is a long-term plan for learning to read in an appropriate sequential manner. • Units and lesson plan design are adequate. • There are substantial practice materials that are of enough variety that students have opportunities for practice. • Includes both the knowledge-base and skill-base of learning to read in an adequate mode. • Decodable texts are appropriate and allow for the practice of both basic and advanced phonics skills.
<p style="text-align: center;">31-40 Points</p> <p style="text-align: center;">__Points</p>	<ul style="list-style-type: none"> • Acceleration of learning to read is evident and attainable. • The long-term plan for learning to read is clear, easy to follow, and of appropriate sequence. • Units and lesson plans are arranged in a way that allows for gradual release of responsibility from teacher to student(s). • Practice materials are of a sufficient variety and frequency so that students have ample opportunities for practice of concepts taught. • Both the knowledge-base and skill-base of learning to read are addressed in an appropriate manner that is clearly linked to the research of learning to read. • Decodable texts are provided and include sufficient practice in advanced phonics skills.

Part IIIB: Components of the program – The program teaches one or all five of the components of reading thoroughly, explicitly, and with connections between each; delineates between the development of phonological awareness, including phonemic awareness, and phonics instruction; teaches phonics in an appropriate sequential manner and is on-going, and includes advanced decoding skills; is aligned to the Colorado Read Act; provides opportunities for students to engage in oral language development with an emphasis on academic language.

Points	
0-10 Points ____Points	<ul style="list-style-type: none"> • Does not teach one or more of the 5 components of reading in an explicit manner • Does not delineate between the development of phonological awareness, including phonemic awareness, and phonics instruction • Does not recognize that phonics instruction is more than connections between letters and sounds • Does not teach phonics in a systematic and logical order • Is not aligned to the READ Act • Does not include opportunities for the practice and development of oral language
11-20 Points ____Points	<ul style="list-style-type: none"> • Teaches one or more of the 5 components of reading but not in an explicit manner • Delineates between phonological awareness, including phonemic awareness, and phonics instruction • Includes phonics instruction • Somewhat aligned to the READ Act • Mentions the development of oral language, but not enough adequate practice for development is provided
21-30 Points ____Points	<ul style="list-style-type: none"> • Teaches one or more of the 5 components of reading in a somewhat explicit manner • Delineates between phonological awareness, including phonemic awareness, and phonics instruction • Includes phonics instruction that goes beyond the teaching of letter-sound correspondence and is applied in a manner that supports reading and spelling • Aligned to the READ Act • The development of oral language is evident.
31-40 Points ____Points	<ul style="list-style-type: none"> • Teaches one or more of the 5 components of reading in a clearly explicit manner • Makes a clear delineation between phonological awareness, including phonemic awareness, and phonics instruction, where appropriate • The teaching of phonics instruction goes beyond the teaching of letter-sound correspondence and is applied in a manner that supports the teaching of reading and spelling and is on-going through third grade, including longer, more complex words and word analysis. • There are abundant opportunities for the development of oral language with an emphasis on academic vocabulary.

Part IIIC: Colorado Academic Standards - The instructional program is aligned to the Colorado Academic Standards. The program includes texts on core academic content to assist the student in maintaining, meeting, or exceeding grade appropriate proficiency levels in academic sessions in addition to reading.

Points	
0-10 Points ___Points	<ul style="list-style-type: none"> • Instructional program is not aligned to the Colorado Academic Standards • Does not include material related to the core academic content of other subjects in addition to reading
11-20 Points ___Points	<ul style="list-style-type: none"> • The instructional program is aligned to the Common Core State Standards, but it does not align with the Colorado Academic Standards. • Includes material related to core academic content but without the rigor to meet proficiency levels
21-30 Points ___Points	<ul style="list-style-type: none"> • The instructional program is aligned to the Colorado Academic Standards. • Includes materials/texts that relate to core academic content to meet proficiency levels but will not readily increase reading achievement
31-40 Points ___Points	<ul style="list-style-type: none"> • The instructional program is well-aligned with the Colorado Academic Standards. • Includes materials/texts that relate to core academic content that would assist the student in maintain, meeting, or exceeding grade appropriate proficiency levels in academic sessions in addition to reading

Part IIID: Assessments - The instructional program includes scientifically-based and reliable assessments. The program provides initial and on-going analysis of students' progress in attaining reading competency.

Points	
0-10 Points ___ Points	<ul style="list-style-type: none"> • The instructional program does not include assessments. • There is not an on-going analysis of the students' progress in attaining reading competency.
11-20 Points ___ Points	<ul style="list-style-type: none"> • The instructional program includes assessments, but they are not based on scientifically-based reading research. • There are initial and post analyses of students' progress in attaining reading competency but not with adequate frequency
21-30 Points ___ Points	<ul style="list-style-type: none"> • The instructional program includes assessments that are based on scientific reading research. • There are initial and on-going analyses of students' progress in attaining reading competency.
31-40 Points ___ Points	<ul style="list-style-type: none"> • The instructional program includes assessments that are based on scientific reading research and are reliable. • There are initial and on-going analyses of students' progress in attaining reading competency. • The teacher can make clear instructional decisions based on the outcomes of the assessments.