



REQUEST FOR PROPOSAL

Proposals Due: Wednesday, June 30, 2010 by 4:00 p.m.

Grant Training Webinar: Tuesday, June 8, 2010 from 9:00 – 11:00 a.m.

Read to Achieve Grant Program

Pursuant to: C.R.S. 22-7-901 et seq

For program questions contact:

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Issued by:

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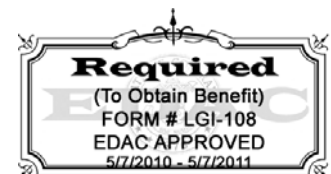


TABLE OF CONTENTS

INTRODUCTION	3
PURPOSE OF GRANT	3
ELIGIBILITY	3
FUNDING AVAILABLE	4
USE OF FUNDS	4
DURATION OF GRANTS	6
EVALUATION AND REPORTING	6
APPLICATION REQUIREMENTS/FORMAT	7
TECHNICAL ASSISTANCE.....	8
GRANT REVIEW PROCESS.....	8
BUDGET INSTRUCTIONS	9
APPLICATION COVER PAGES	11
ASSURANCES	13
EVALUATION RUBRIC.....	16

ATTACHMENTS:

ATTACHMENT A: RULES FOR THE ADMINISTRATION OF THE READ TO ACHIEVE GRANT PROGRAM

ATTACHMENT B: RULES FOR THE ADMINISTRATION OF THE COLORADO BASIC LITERACY ACT (CBLA)

ATTACHMENT C: 2010-2011 READ TO ACHIEVE ELIGIBLE SCHOOLS

ATTACHMENT D: READ TO ACHIEVE READING PROFICIENCY GOALS AND ACHIEVEMENT BENCHMARKS

ATTACHMENT E: READ TO ACHIEVE GRANT WRITING TRAINING REGISTRATION

READ TO ACHIEVE GRANT PROGRAM REQUEST FOR PROPOSAL

Proposals Due: Wednesday, June 30, 2010 by 4:00 p.m.

Introduction

This Request for Proposal (RFP) is designed to distribute funds to eligible public elementary schools, including charter schools or Institute Charter Schools and/or a consortium of eligible schools pursuant to the requirements of the Read to Achieve Grant Program (22-7-901 through 22-7-911 C.R.S.). Approximately **\$6 million** is available to applicants during the 2010-2011 school year. The Colorado Department of Education (CDE) will distribute these funds upon the recommendation of the Read to Achieve Board.

The goal that all Colorado students will be proficient readers by the end of third grade drives the grant program. These building-based grants are directed to intensive literacy programs for those students who are not experiencing success in meeting this standard.

Purpose of Grant

The purpose of this RFP is to solicit proposals from any eligible public elementary school, including a charter school or Institute Charter School and/or a consortium of eligible schools to fund research-based intensive reading programs. The funding opportunity is designed specifically for **kindergarten through 3rd grade students** and students between the 3rd and 4th grades whose reading readiness or literacy and reading comprehension skills are below the level established by the State Board of Education pursuant to the Colorado Basic Literacy Act (CBLA) - 22-7-504(1) C.R.S. See **Attachment A** for Rules for the Administration of the Read to Achieve Grant Program and **Attachment B** for Rules for the Administration of the Colorado Basic Literacy Act (CBLA).

Eligibility

An eligible public elementary school, including a charter school or Institute Charter School and/or a consortium of eligible schools may apply on behalf of their eligible students. A listing of eligible schools can be found in **Attachment C** as well as on the **Read to Achieve website** (<http://www.cde.state.co.us/coloradoliteracy/rta/index.htm>).

A student eligible for Read to Achieve funds is defined as a kindergarten through third grade student and/or student between the third and fourth grades whose reading readiness or literacy and reading comprehension skills are below the level established by the State Board of Education at their grade level.

Schools that are eligible to receive Read to Achieve funds demonstrated:

- 50% or more of students are reading below K-3 levels based on CBLA data;
- 50% or less of 3rd grade students scoring Proficient on the 2010 CSAP; and
- Diverse geographic distribution across the state.

Schools may apply individually or as a collaborative group (consortium). Each school within a consortium must, by itself, meet eligibility criteria. If applying as a consortium, the consortium as a unit will be held accountable to the demonstration of achievement targets (e.g., at least 65% of

students completing a one year cycle of the intensive reading program must reach achievement goals or demonstrate that they are on pace to achieve grade level proficiency on the state assessment in reading, to qualify for continued funding). The school, BOCES, or district that will be the primary contact and fiscal agent will identify itself on the signature page. Other specific information about the consortium is requested on the cover sheet and signature page. **Each individual school or consortium must submit an application.**

Funding Available

Approximately \$6 million is available for the Read to Achieve Grant Program for the 2010-2011 school year. In awarding grants to schools that meet the eligibility requirements and expectations of this program, CDE will make awards that are of sufficient size and scope to support the costs for the particular research-based reading improvement program or strategies selected by the participating school(s) and the State Board of Education designated ***Read to Achieve Assessment (DIBELS 6th Edition)***.

*Please note: Funds will not carry over from the previous Read to Achieve funding cycle (ending June 30, 2010) to the fourth funding cycle (beginning July 1, 2010). **Schools that participated in the previous funding cycle will not automatically be granted awards for the fourth funding cycle. Consideration for funding will be given to previous grantees based on final program data, previous program results, evaluation submissions, and use of funds in determining grant awards.***

Use of Funds

Funds may be used to **supplement and not supplant** any moneys currently being used to provide eligible students with reading readiness or literacy and reading comprehension services or programs. Based upon statutory requirements, such programs may include, but are not limited to:

- Reading academies operated as schools within schools for intensive instruction;
- After-school literacy programs;
- Summer school clinics;
- One-on-one or group tutoring services; and
- Extended day reading programs.

Please note: Applicants must also budget for two days of networking/training for at least two individuals during each year of the grant cycle (dates to be announced). Please plan on travel to the Denver metro area; however, regional sessions may be scheduled.

Funded activities could include:

- Instructional salaries for staff providing intensive reading services for eligible Read to Achieve students.
- Scientifically-based programs and materials for intensive reading services for eligible Read to Achieve students.
- Professional development for teachers directly related to programs and proficiencies for specifically identified kindergarten through 3rd graders.
- The Read to Achieve Assessment (DIBELS 6th Edition) if not already utilized by the school or consortium, materials, training and data-tracking devices (e.g., Palm Pilots).
- Purchase of 7th addition DIBELS Next and training during the first year for at least two individuals.

Activities that will not be funded:

- Technological equipment (e.g., computers, laptops, LCDs).
- Capital needs (including bookshelves or other furniture).
- Out-of-state travel.
- Professional development that is not specific to your program.
- Assessment materials that are not related to the identified Read to Achieve Assessment.

All funded programs must:

- Be research-based and demonstrated effective. Examples of program reviews for evidence-based practices and programs can be found at the Florida Center for Reading Research (<http://www.fcrr.org>).
- Address proficiencies from the Colorado Basic Literacy Act (CBLA) for grades kindergarten through third across one or more of the 5 components of reading (comprehension, phonemic awareness, phonics, vocabulary, and fluency).¹
- Use the Read to Achieve Assessment (DIBELS 6th Edition) for grades kindergarten through third (screening, progress monitoring, and proficiency benchmark).
- Provide training in DIBELS 6th Edition (details on DIBELS 6th Edition training will be sent to each funded site). If DIBELS 6th Edition is currently used, applicant must indicate in Section 3 of the application narrative that staff has been previously trained in the administration of DIBELS 6th Edition.
- Focus on raising the participating students' reading readiness or literacy and reading comprehension skills to proficiency.

Five Components of Reading in Grades K-3 as defined in CBLA:

- Phonemic awareness: The ability to notice, think about, and work with the individual sounds in spoken words.
- Phonics: The relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. Word attack skills will fall under the phonics component.
- Fluency: The capacity to read words in connected text with sufficient accuracy and speed to comprehend what is read.
- Vocabulary: The words we must know to communicate effectively.
 - Listening vocabulary: The words we need to know to understand what we hear.
 - Speaking vocabulary: The words we use when we speak.
 - Reading vocabulary: The words we need to know to understand when we read.
 - Writing vocabulary: The words we use when writing.
- Comprehension: The reason for reading; making meaning of the written word.

¹ Please refer to pages 7-11 of Attachment B (*Rules for the Administration of the Colorado Basic Literacy Act*)

Duration of Grants

Grant applications may be submitted for between one and three years of Read to Achieve funding. Applicants must select how many years of funding they are applying for on the coversheet of the RFP application and include appropriate budget forms for these years. **Please note: Applicants may not increase the number of years they plan to participate after the application has been submitted.**

Funding for years 2 and 3 of the Read to Achieve grant program is contingent upon appropriations made by the Colorado State Legislature. If a school is awarded a grant for more than one school year, the school will be eligible for moneys in the second or third fiscal year if the school demonstrates that:

At least 65% of the pupils who completed the one year instructional cycle of the intensive reading program reached their achievement goals or demonstrated that they are on pace to achieve grade level proficiency on the State Assessment in reading (please see Attachment D: Read to Achieve Reading Proficiency Goals and Achievement Benchmarks).

Evaluation and Reporting

For evaluative purposes, funded grantees will need to demonstrate that at least 65% of the pupils who completed the one year instructional cycle of the chosen reading program reached their achievement goals or demonstrated that they are on pace to achieve grade level proficiency on the State Assessment in reading. These funds will be best targeted for students at a Strategic or Partially Proficient level who will be able to demonstrate these types of gains.

To determine the success of the intensive literacy programs operated by schools that receive grants through this program, the Colorado Department of Education will conduct an external evaluation study. Annual reporting requirements for the funded schools will include:

- 1) Individual fall/winter/spring benchmark data on the Read to Achieve Assessment (DIBELS 6th Edition);
- 2) Evidence related to the demonstration that at least 65% of the pupils who completed the one year instructional cycle of the intensive reading program reached their achievement goals or demonstrated that they are on pace to achieve grade level proficiency on the State Assessment in reading (please see Attachment D); and
- 3) Submission of all required evaluation data, by the deadline established by the Department.

Subsequent funding for fiscal years 2 and 3 of the Read to Achieve Grant Program, if available, is contingent upon meeting all required evaluation deadlines as well as demonstrating that at least 65% of students enrolled met standard. Applicants must provide signatures of agreement on the Assurances Page of RFP (Pages 13-14).

Submission Process and Deadline

The **original plus 6 copies** must be received at CDE by Wednesday, June 30, 2010 at 4:00 pm. In addition to the 7 hard copies, **an electronic copy of the proposal must be submitted to:** CompetitiveGrants@cde.state.co.us. The electronic version should include all required pieces of the proposal as one document. Faxes will not be accepted. Incomplete or late proposals will not be considered.

Proposals will be due by 4 p.m. on Wednesday, June 30th to:

Ashley Anderson
Colorado Department of Education
Office of Federal Program Administration
1560 Broadway, Suite 1450
Denver, CO 80202

&

Submit an electronic copy of the proposal to:
CompetitiveGrants@cde.state.co.us

Required Elements

Grants must be limited to no more than **10 pages** of narrative for a single school application or **15 pages** of narrative for a multi-school consortium application. Addenda may be attached only for curricula review and student data. The format outlined below **must be followed** in order to assure consistent application of the evaluation criteria. Please note: the Proposal Introduction and Electronic Budget form are not included in the page limit.

- Part I: Proposal Introduction** (Not scored – not included in page limit)
Cover Page;
School Information and Signature Pages;
Assurances; and
Executive Summary.
- Part II: Narrative**
Section 1: **Selection Plan**;
Section 2: **Research-based Plan for Program Implementation**;
Section 3: **Assessment**; and
Section 4: **Budget Narrative & Electronic Budget** (electronic budget itself does not count toward page limit)

Application Instructions:

- **NEW:** Scoring of applications will be done based on a blind review. Please do not identify district or schools anywhere within the proposal except on the cover pages. The application narrative and headers or footers (if used) should not include any identifying information. When addressing the district and schools in the narrative, please use 'the district' or 'the school'.

- All pages must be standard letter size (8-1/2" x 11"), single-spaced and numbered. Use 12-point font and 1-inch margins.
- Staple the pages of the original and of each copy. Please do not use paperclips.
- The signature pages must include signature of the school district Superintendent and Principal from each participating site.
- Successful applicants will be required to submit an assurance page with original signatures.
- Reviewers for these grants are trained to apply the rubric scoring system to an applicant's unique needs and planned activities. Use of template applications across a district or across a particular reading program is strongly discouraged. It is difficult to build a case for the needs of a particular school using a 'boilerplate' application.
- If a discovery of plagiarism is made known or brought to the attention of officials at the Colorado Department of Education during a current grant competition, then at the discretion of the Department, the Department has the right to remove the grant application from funding consideration because of the occurrence of cause.

Technical Assistance

A Read to Achieve Grant Writing Information Webinar will be held for district and school leaders on **Tuesday, June 8, 2010**. We encourage you to attend one of the sessions listed below if this grant is of interest to your school. See Attachment E for registration information.

In addition to the available assistance mentioned above, your local BOCES may also be of help during the grant writing process. **For contact information for each Colorado BOCES, please visit the following website:** <http://www.cde.state.co.us/utility/k12schls.htm>.

Grant Review Process

Read to Achieve grant applications will be read and scored by teams of reviewers with expertise in the field of literacy, including members of the Read to Achieve Board. The Read to Achieve Board will make recommendations regarding funding of all grant awards. This advisory board to the State Board of Education was created in the Read to Achieve legislation, 22-7-904, C.R.S. The Read to Achieve Board consists of eleven members that have been appointed by the Governor, the President of the Senate, Speaker of the House, and State Board of Education. The Commissioner of Education (or his designee) also serves on the Read to Achieve Board.

To be approved for funding, applications must score at least **50** points out of a possible **74** points.

Grants will be prioritized for funding based on total score and geographic region and will be awarded until all funding has been distributed. Notification of Year 1 funding will occur no later than **Friday, August 13, 2010**.

BUDGET INSTRUCTIONS

When completing the proposed budget and budget narrative, it is recommended that you examine costs related to intensive research-based curricula, assessment, teacher-training and instructional salaries. Funds may be used to **supplement and not supplant** any moneys currently being used to provide eligible students with reading readiness or literacy and reading comprehension services or programs.

Subsequent grant funding for fiscal years 2 and 3 of the Read to Achieve Grant Program will be contingent upon appropriations made by the Colorado State Legislature as well as the grantee meeting all required evaluation deadlines and demonstrating that at least 65% of students enrolled met standard.

When the applications have been reviewed, final grant amounts will be determined and a more detailed budget may be required. The final budget will comply with the application review comments and the proposed budget. Please remember that no grant funds can be obligated or spent until a final budget has been received and approved by CDE.

The proposed budget and the budget narrative should support the activities that are proposed in the application. There should be a clear relationship between the proposal activities and where the funds are going to be spent.

Please note: Applicants must budget for two days of networking/training for at least two individuals (including the school principal) during each year of the grant cycle (dates to be determined).

Applicants must also budget for purchase of 7th addition DIBELS Next and training during the first year for at least two individuals. Please plan on travel to the Denver metro area for these trainings; however, regional sessions may be scheduled.

Examples of the types of expenses that may be included in each object category are listed below for guidance only. **As a reminder, expenses that will not be funded include: technological equipment (e.g., computers/laptops, LCDs), capital needs (including bookshelves or other furniture), out-of-state travel and conferences not specific to your program.**

Instructional Program. Instruction includes the activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in another location and in other learning situations such as those involving co-curricular activities. It also may be provided through some other approved media such as television, radio, telephone and correspondence. Included here are the activities of paraprofessionals, aides, tutors and classroom assistants.

Support Program. Support services provide administrative, technical, and logistical support to facilitate and enhance instruction. These services exist as adjuncts for fulfilling the objectives of instruction and can include professional development for teachers directly related to programs for eligible students.

(0100) Salaries - Amounts paid for personnel services for both permanent and temporary employees. Amounts for instruction, planning, etc. should be broken out.

(200) Employee Benefits - Amounts paid for personnel services for both permanent and temporary employees. Amounts for instruction, planning, administration, etc. should be broken out.

(300) Purchased Services - Consultant fees, professional educational services and other services performed by persons or firms with specialized skills and knowledge. Other purchased services could include items such as telephone, in-state travel, printing and postage expenditures.

(500) Other Purchased Services – Amounts paid for services rendered by organizations or personnel not on the payroll of the district (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

(600) Supplies/Materials - Office supplies, books and other general supplies.

(800) Other Expenses - For any items that are not classified above. This category should be very limited in the amounts and type of items included. A detailed explanation of all items in this category must be included.

READ TO ACHIEVE GRANT PROGRAM 2010-2011

PART I: COVER PAGE *(Complete and attach as the first page of proposal)*

District and School Participation *(Check One)*

- Single School/Institute Charter School Application** *(One single school application)*
- Multi-School Consortium Application** *(One school applying on behalf of multiple schools within a single district or multiple districts)*

List all districts and schools and/or Institute Charter Schools that will participate (additional rows may be added):

District(s)	School(s)

Contact Information

Name of Lead Local Education Agency (LEA): _____

Mailing Address:

School District Authorized Representative: _____

Telephone: _____ E-mail: _____

Primary Contact Person: _____

Mailing Address: _____

Telephone: _____ E-mail: _____

Evaluation Contact Person: _____

Telephone: _____ E-mail: _____

Fiscal Manager: _____

Telephone: _____ E-mail: _____

Region: *Indicate the region(s) this proposal will directly impact*

- Metro
 Pikes Peak
 North Central
 Northwest
 West Central
 Southwest
 Southeast
 Northeast

Amount Requested: *Indicate the number of years you plan to participate by recording the amount of funding you are requesting for each year of the grant cycle. Please note: applicants may not increase the number of years of participation after the application has been submitted.*

Year 1	\$
Year 2	\$
Year 3	\$
Three-Year Total:	\$

Part IA: School Information and Signatures Page

(Complete for each participating school and attach after cover page)

District Signatures

District Name:	
Board President Signature:	
Superintendent Signature:	

School Information and Signatures

School Name:			
Telephone:			
Mailing Address:			
Principal Name:			
Telephone:		E-mail:	
Principal Signature:			
Primary Contact Person:			
Telephone:		E-mail:	
Primary Contact Signature:			

Number of students to be served at the following grades:

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	Total Students
Please List Research-based intensive reading program to be used.				
Please indicate duration of program in number of weeks and minutes per day (e.g., 6 weeks summer school/4 hours per day, after school during school year for 90 minutes).				
Type of program (e.g., school within school, after school, summer clinic, tutoring, or extended day programs).				
Does your school receive any other supplementary reading grants? If so, please list grants and the number of years your school has received these grants.			Is DIBELS currently used in your school?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Receive Title I Funds?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, Title I status?	<input type="checkbox"/> Schoolwide <input type="checkbox"/> Targeted Assistance	In need of improvement? <input type="checkbox"/> Yes <input type="checkbox"/> No
Has your school previously received Read to Achieve?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, when?	% of students meeting targets	

Part IB: Assurances and Disclaimers

(Sign and attach after signature pages)

Schools/Districts/Institute Charter schools that accept funding through the Read to Achieve Grant Program agree to the following assurances:

1. An assurance that the applicant will annually provide the Colorado Department of Education (CDE) such information as may be required to determine if the grantee is making satisfactory progress toward achieving the goals of the grant. This includes participation in evaluations or studies and the submission of an annual progress report demonstrating that the selected program/curriculum is providing satisfactory results.
2. An assurance that the applicant will cooperate with CDE in the development and submission of certain reports and individual student data to meet statutory and rule requirements. Funded schools will submit required DIBELS Next data to CDE three (3) times during each year of the grant cycle (fall, winter and spring) via the Read to Achieve Online Data Collection.
3. An assurance that staff at each participating school is committed to implementing the Read to Achieve program as described in this application.
4. An assurance that the school will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
5. An assurance that the work product in this grant application is the original work of the school/applicant and its agents who worked on the application.
6. An assurance that if any findings of misuse of these funds are discovered, project funds will be returned to CDE.
7. An assurance that the grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.

Funded sites will be expected to cooperate with CDE in the development and submission of certain reports to meet statutory requirements. *All grantees must work with and provide requested data to CDE for the Read to Achieve Grant Program within the time frames specified.*

In addition, funded projects will be required to maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipient agencies annually as a part of their regular audit. Auditors should be aware of the Federal audit requirements contained in the Single Audit Act of 1984.

IF ANY FINDINGS OF MISUSE OF FUNDS ARE DISCOVERED, PROJECT FUNDS MUST BE RETURNED TO THE COLORADO DEPARTMENT OF EDUCATION. The Colorado Department of Education may terminate a grant award upon thirty (30) days notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results. The applicant may subcontract for work to be performed, but shall retain sole responsibility for the project and shall be the only direct recipient of funds.

The work product in this grant application is the original work of the district/applicant and its agents who worked on the application. If a discovery of plagiarism is made known or brought to the

attention of officials at the Colorado Department of Education during a current grant competition, then at the discretion of the Department, the Department has the right to remove the grant application for funding consideration because of the occurrence of cause.

Project modifications and changes in the approved budget must be requested via e-mail and be approved in writing by the Colorado Department of Education before modifications are made to the expenditures. Please contact Andy Lake (lake_a@cde.state.co.us or 303-866-6829) in CDE’s Grants Fiscal Management Unit for any budget modifications.

By signing below, the undersigned agrees to all **Read to Achieve Grant Program** assurances listed above:

Name of School Board President

Signature of School Board President

Name of District Superintendent

Signature of District Superintendent

Name of Program Contact

Signature of Program Contact

Part IC: Application Introduction

Executive Summary

Provide a brief narrative description (500 words or less) outlining your proposed Read to Achieve Program, highlighting how you will use Scientifically-Based Reading Research practices to provide intensive literacy programs to students at risk of reading difficulties. If funded, this summary may be posted on CDE's Read to Achieve Web site for inclusion in an overview of funded Read to Achieve programs. Please use a separate sheet of paper (executive summary does not count in total page limit).

Beginning with the Executive Summary, please do not identify the applicant district or schools anywhere within the proposal (except on the cover pages). The executive summary, application narrative and headers or footers (if used) should not include any identifying information. When addressing the district and schools, please refer to them as 'the district', 'the school' or 'school 1', etc.

Prior recipients must provide achievement data and demonstrate effective use of program funds in previous years. Otherwise, demonstrate how the program will be different and more effective than in previous funding years.

**Read to Achieve Grant Program
2010-2011
Grant Review Rubric**

Part I:	Proposal Introduction	No Points
Part II:	Narrative	
Section 1:	Selection Plan	/19
Section 2:	Research-Based Plan for Program Implementation	/28
Section 3:	Evaluation	/15
Section 4:	Budget Narrative and Electronic Budget Form	/12
	Total	/74

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

Strengths:

-
-

Weaknesses:

-
-

Required Changes:

-
-
-

Recommendation:

Funded ____

Not Funded ____

Rubric Scoring Instructions (CDE Use Only)

Reviewers: Please use the following instructions to score each section of the rubric. The scoring rubrics now have a column on each rubric indicating the total points value for each item within the rubric. These values will be listed as either a **7, 5 or 2**. Using the keys below, assign a score to each item within the rubrics. Please note: Only points listed within the keys may be assigned to an item.

For example: If an item is indicated as a Hi-Priority Component, it is worth a total of 7 points. The overall score must be either a 7, 5, 2 or 0 based on the Hi-Priority Component key.

Hi-Priority Component					
Points Value	7 Hi-Priority Component (Main focuses of Application)	Exceeds All Criteria	Meets All Criteria	Minimally Meets Criteria	Did not Address/Missing
		Narrative clearly addressed all criteria listed, exceeding listed requirements by providing clear examples and supporting evidence	Narrative addressed all criteria listed in sufficient depth	Narrative contains all the criteria listed, but lacks depth and quality to promote clear understanding of project	Narrative does not address the criteria listed /missing integral component(s)
		7	5	2	0

Essential Component					
Points Value	5 Essential Component (Integral criteria to project plan)	Exceeds All Criteria	Meets All Criteria	Minimally Meets Criteria	Did not Address/Missing
		Narrative clearly addressed all criteria listed, exceeding listed requirements by providing clear examples and supporting evidence	Narrative addressed all criteria listed in sufficient depth	Narrative contains all the criteria listed, but lacks depth and quality to promote clear understanding of project	Narrative does not address the criteria listed /missing integral component(s)
		5	3	1	0

Required Component				
Points Value	2 Required Component (Required criteria such as a budget form)	Meets All Criteria	Did not Address/Missing	
		Narrative addressed all criteria listed in sufficient depth	Narrative does not address the criteria listed /missing integral component(s)	
		2	0	

Section 1: Selection Plan

19 Points

Points Value	2 Required Component (Required criteria such as a budget form)	Meets All Criteria		Did not Address/Missing						
		Narrative addressed all criteria listed in sufficient depth		Narrative does not address the criteria listed /missing integral component(s)						
		2		0						
Pts. Value						Score				
2	(1)	Describe criteria and rationale used in the selection of students who will most benefit from these funds and clearly indicate how many students will be served.				_____				
2	(2)	Describe how school will determine that teachers have thorough knowledge of research-based practices needed to implement the intensive literacy program.				_____				
Points Value	5 Essential Component (Integral criteria to project plan)	Exceeds All Criteria		Meets All Criteria		Minimally Meets Criteria		Did not Address/Missing		
		Narrative clearly addressed all criteria listed, exceeding listed requirements by providing clear examples and supporting evidence		Narrative addressed all criteria listed in sufficient depth		Narrative contains all the criteria listed, but lacks depth and quality to promote clear understanding of project		Narrative does not address the criteria listed /missing integral component(s)		
		5		3		1		0		
Pts. Value										Score
5	(3)	Provide a clear description of the existing core curriculum and how the use of Read to Achieve funds will support and enhance existing reading resources to reduce the number of students on ILPs (Individual Literacy Plans).								_____
5	(4)	Clearly outline a plan regarding how proposed program will be implemented with adequate intensity. Intensity is defined as at least 30-60 minutes of additional instructional time outside of the daily 90 minute reading block.								_____
5	(5)	Clearly describe how teachers have been, or will be, trained to utilize the program/curriculum chosen to accelerate student achievement in the intensive literacy program.								_____
Component Total:										___/19
Reviewer Comments:										

Section 2: Research-Based Plan for Program Implementation 28 Points

This element addresses scientifically-based reading research* intervention practices and extended learning options. Proposal must include evidence of effectiveness to accelerate reading achievement from a review source such as the [Florida Center for Reading Research](#) or the [University of Oregon](#). Eligible schools must also provide a plan for intervention, making sure teachers meet expectations for intensive instruction for eligible students struggling to learn to read.

Points Value	7 Hi-Priority Component (Main focuses of Application)	Exceeds All Criteria	Meets All Criteria	Minimally Meets Criteria
		Narrative clearly addressed all criteria listed, exceeding listed requirements by providing clear examples and supporting evidence	Narrative addressed all criteria listed in sufficient depth	Narrative contains all the criteria listed, but lacks depth and quality to promote clear understanding of project
		7	5	2
Pts. Value		(1) Provide evidence of the effectiveness of the proposed reading intervention to accelerate the reading achievement of at-risk readers. Review of program must be attached from a review source such as the Florida Center for Reading Research or the University of Oregon . If prior recipient, provide achievement data that demonstrates effective use of program funds.		Score _____
7		(2) Describe how intervention instructional practices and activities will include explicit and systematic instructional strategies related to one or more of the five components of reading, aligned instructional materials, and ample practice opportunities designed to accelerate at-risk readers.		_____
7		(3) Provide specific intervention program objectives and allowable activities that are responsive to student data, timelines and persons responsible, including alignment with regular classroom instruction.		_____
7		(4) Include description of how the school will monitor fidelity and implementation.		_____
Component Total:				___/28
Reviewer Comments:				

***Scientifically Based Reading Research (SBR):** Evidence of instructional effectiveness can come from any of the following sources: (1) Demonstrated student achievement in formal testing situations implemented by the teacher, school district, or state; (2) Published findings of research-based evidence that the instructional methods being used by teachers lead to student achievement or; (3) Proof of reason-based practice that converges with a research-based consensus in the scientific literature. This type of justification of educational practice becomes important when direct evidence is not available (a direct test of the instructional efficacy of a particular method is absent), but there is a theoretical link to research-based evidence that can be traced (*Using Research and Reason in Education: How teachers can use scientifically based research to make curricular and instructional decisions*, Stanovich and Stanovich, 2003).

Section 3: Evaluation

15 Points

The Read to Achieve Assessment selected to assess participating students' reading proficiency is DIBELS. In this section, the applicant will address the role that the Read to Achieve Assessment will play in making sure barriers kindergarten through third grade students face in learning to read are identified early for effective intervention. See attachment D: Read to Achieve Reading Proficiency goals and achievement benchmarks.

Points Value	5 Essential Component (Integral criteria to project plan)	Exceeds All Criteria	Meets All Criteria	Minimally Meets Criteria	Did not Address/Missing		
		Narrative clearly addressed all criteria listed, exceeding listed requirements by providing clear examples and supporting evidence	Narrative addressed all criteria listed in sufficient depth	Narrative contains all the criteria listed, but lacks depth and quality to promote clear understanding of project	Narrative does not address the criteria listed /missing integral component(s)	5	3

<u>Pts. Value</u>		<u>Score</u>
5	(1) Include a plan for training in and assessment of: administration; electronic scoring and reporting; and interpretation of DIBELS.	_____
5	(2) Provides a plan for monitoring student progress to modify instruction and/or adjust intervention accordingly. Plan must include a description of how the school will monitor fidelity and implementation of the program.	_____
5	(3) Describe how interpretation of progress monitoring data will be used to guide instructional decisions for struggling readers.	_____

Component Total: ___/15

Reviewer Comments:

Section 4: Electronic Budget/Budget Narrative

12 Points

Provide an electronic budget (<http://www.cde.state.co.us/edtech/>) in compliance with CDE’s standard fiscal rules including a budget narrative detailing the items below:

Points Value	2 Required Component (Required criteria such as a budget form)	Meets All Criteria	Did not Address/Missing
		Narrative addressed all criteria listed in sufficient depth	Narrative does not address the criteria listed /missing integral component(s)
		2	0

<u>Pts. Value</u>		<u>Score</u>
2	(1) Proposal includes a cost-effective budget (both a line item and narrative) for between 1 and 3 years that directly links costs to proposed activities and includes mandatory CDE training days (see page 5).	_____

Points Value	5 Essential Component (Integral criteria to project plan)	Exceeds All Criteria	Meets All Criteria	Minimally Meets Criteria	Did not Address/Missing
		Narrative clearly addressed all criteria listed, exceeding listed requirements by providing clear examples and supporting evidence	Narrative addressed all criteria listed in sufficient depth	Narrative contains all the criteria listed, but lacks depth and quality to promote clear understanding of project	Narrative does not address the criteria listed /missing integral component(s)
		5	3	1	0

<u>Pts. Value</u>		<u>Score</u>
5	(2) Proposal describes how Read to Achieve funds are aligned with and will be leveraged with other private, state or federal dollars (e.g., Title I) to maximize impact for identified students. If you are partnering with other districts, describe how funds will be leveraged and how dollar efficiency will be increased.	_____

5	(3) Proposal describes how the proposed project will be continued once the grant dollars have expired. For example, how will capacity be built to continue quality SBRR-driven K-3 reading intervention programs once the grant has expired? If applicant participated in previous Read to Achieve grant, explain why program was not sustained.	_____
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Component Total: ___/12

Reviewer Comments:

Colorado State Board of Education
Department of Education

1 Colorado Code of Regulations 301-47

Adopted: August 8, 2007
Amended:
Attorney General Opinion: August 22, 2007

Authority: Article IX, Section 1, Colorado Constitution. 22-2-106(1)(a) and (c); 22-2-107(1)(c); 22-7-409(1.5); 22-7-601 et seq.; and 22-7-901 through 909 Colorado Revised Statutes (C.R.S.)

RULES

FOR THE ADMINISTRATION OF

THE READ TO ACHIEVE GRANT PROGRAM

2207-R-1.00

Statement of Basis and Purpose. The statutory basis for these rules adopted on August 8, 2007 is found in 22-2-106(1)(a) and (c), State Board Duties; 22-2-107(1)(c), State Board Powers; and 22-7-901 through 22-7-909, the Read to Achieve Grant Program, C.R.S.

The Read to Achieve Grant Program, 22-7-901 through 22-7-909, C.R.S., requires the State Board of Education to promulgate rules which include, but are not limited to: application procedures by which a school may apply for grant funds through this program; criteria for selecting those schools that shall receive grants; the criteria for determining the amount to be granted to the selected schools; procedures for reviewing the effectiveness of the intensive literacy programs operated by schools that receive grants; designation of a valid, reliable read to achieve assessment for schools to use in assessing students' reading proficiency; designation of a date by which the read to achieve board shall annually submit to the department a list of grant recipients and the amount to be awarded to each grant recipient pursuant to section 22-7-905 (4) C.R.S.; and a method for tracking progress of students who move from one school to another school within the state while participating in Read to Achieve programs.

2207-R-2.00

2.01 Definitions.

- 2.01 (1) Program: The Read to Achieve Grant Program created in the Department of Education pursuant to 22-7-902, C.R.S., allowing an eligible applicant to apply for a grant to fund intensive, research-based reading programs for kindergarten, first, second and third grade pupils and pupils between third and fourth grades whose reading readiness or literacy and reading comprehension skills are below the level established by the State Board of Education, pursuant to 22-7-504 C.R.S. and the Rules for the Administration for the Colorado Basic Literacy Act 1 CCR 301-42, for pupils at each grade level.
- 2.01 (2) Read to Achieve Board: A board created pursuant to 22-7-904, C.R.S, which shall consist of eleven members, no more than six of whom are from the same political party, that have been appointed by the Governor, the President of the Senate, the Speaker of the House of Representatives and the State Board of Education. The Commissioner of Education or his or her designee shall also serve on the Read to Achieve Board. The Read to Achieve Board's major duties consist of the solicitation and review of applications for grants under this program and the awarding of grants, including the duration and amount of each grant, pursuant to these Rules.
- 2.01 (3) State Board: The State Board of Education created pursuant to Section 1, Article IX of the State Constitution.
- 2.01 (4) Department: The Department of Education created pursuant to section 24-1-115, C.R.S.
- 2.01 (5) Eligible Applicant: An eligible public school that applies for a grant or a collaborative group of eligible public schools applying jointly for a grant pursuant to these Rules.
- 2.01 (6) Eligible Public School: A public school, including a charter school or an Institute Charter School as those schools are described in Article 30.5 of Title 22. The Department shall prepare a list of eligible public schools including a charter schools or an Institute Charter Schools as determined by the Department pursuant to section 22-7-903 C.R.S.
- 2.01 (7) Read to Achieve Assessment: The assessment that is designated by the State Board as the Read to Achieve Assessment pursuant to 22-7-504 (1) C.R.S. The assessment must be used to assess the reading readiness or literacy and reading comprehension levels of kindergarten through third grade pupils participating in the Read to Achieve Program.

- 2.01 (8) State Assessment: A statewide assessment adopted by the State Board to measure reading pursuant to section 22-7-406 C.R.S. and administered by the Department as described in 22-7-409 C.R.S.
- 2.01 (9) Levels of Reading Readiness or Literacy and Reading Comprehension Skills: The proficiency levels established in the Rules for the Administration of the Colorado Basic Literacy Act, adopted in May of 1997 and amended on May 13, 2004 by the State Board of Education in compliance with 22-7-501 – 505, C.R.S.
- 2.01 (10) Colorado Department of Education (CDE) – Request for Proposal (RFP) Development Process: The processes and procedures developed by CDE to ensure that all RFP's are consistent with the appropriate funding source, adhere to appropriate statutory requirements, and support the organizational commitment of CDE.

2207-R-2.02

2.02 Implementation Procedures.

- 2.02 (1) Determination of Eligible Schools. On an annual basis, the Department and the Read to Achieve Board shall prepare and submit to the State Board a list of all eligible schools. Criteria to determine eligible schools, shall include but not be limited to: (a) the percentage of students over time whose reading readiness and reading comprehension levels are less than proficient; and (b) geographic location.
- 2.02 (2) Application and RFP Procedures. The Department will be the responsible agency for implementing the Read to Achieve Grant Program. The Department, in consultation with the Read to Achieve Board, will develop a Request for Proposal (RFP), pursuant to the Department's RFP process and pursuant to the requirements and timelines found in 22-7-905, C.R.S. The application must include, but need not be limited to:
- 2.02 (2) (a) The number of kindergarten, first, second, and third grade pupils enrolled at the eligible applicant's school whose reading readiness or literacy and reading comprehension skills are below grade level;
- 2.02 (2) (b) Evidence that the proposed program is based on a research model that has been proven to be successful in other public schools in the nation to enhance the reading readiness or literacy and reading comprehension skills of kindergarten through third grade students at the school; and
- 2.02 (2) (c) The cost of the program.
- 2.02 (3) Duration and Amount of Grant Awards. On or before July 1, 2007 and each year thereafter, the Read to Achieve Board shall submit to the Department a list of grant recipients and the amount to be awarded to each grant recipient based upon

the criteria outlined in the RFP. The Read to Achieve Board must state the duration (between one and three years) and amount of each grant.

- 2.02 (4) **Supplement, not Supplant.** Each grant awarded shall be used to supplement not supplant any moneys currently being used on intensive literacy programs already provided for eligible students.
- 2.02 (5) **Eligible Programs for K-3 Pupils.** Eligible programs for eligible kindergarten through third grade pupils may include, but need not be limited to:
- 2.02 (5) (a) reading academies operated as schools within schools for intensive reading instruction;
- 2.02 (5) (b) after-school literacy programs;
- 2.02 (5) (c) summer school clinics;
- 2.02 (5) (d) one-on-one or group tutoring services; and
- 2.02 (5) (e) extended-day reading programs.
- 2.02 (6) **Eligible Programs for Pupils in Between the Third and Fourth Grades.** Any intensive literacy program funded through the program for fourth grade pupils may be offered only between third and fourth grade and shall be designed to raise the participating pupils' literacy and reading comprehension skills to at least the proficiency level on the third grade Read to Achieve Assessment prior to beginning fourth grade classes in the fall semester.
- 2.02 (7) **Data Collection and Reporting.** Procedures by which grant recipients shall collect and report data for the purpose of determining the effectiveness of the Read to Achieve Grant Program shall be specified in the RFP. The RFP shall include high, but attainable levels of reading readiness and literacy and reading comprehension skills for each eligible grade, pursuant to the Colorado Basic Literacy Act, section 22-7-504 C.R.S. Each school that receives a Read to Achieve grant shall use the Read to Achieve Assessment adopted by the State Board of Education, to assess participating students' reading proficiency and will report this student data to the Department at specified times. Both eligibility for initial funding and continued funding of grants will be based on levels of reading readiness or literacy and reading comprehension skills using the Read to Achieve Assessment adopted by the State Board of Education, and the State Assessment (CSAP) results for the third grade pupils as defined in section 22-7-905 (5)(b) C.R.S.
- 2.02 (8) **Year Two and Three Funding.** If a school or collaborative group of schools receives a grant pursuant to this section for more than one year, the school(s) shall be eligible for moneys in the second and/or third year of the grant only if the

school(s) meets the goals established in its application including the demonstration that at least sixty-five percent of the pupils who completed a one-year instructional cycle of the intensive reading program the prior year reached their achievement goals or otherwise demonstrated that they are on pace to achieve grade level proficiency on the state assessment in reading for their grade level. The Department will establish specific goals and benchmarks for the Read to Achieve Assessment.

- 2.02 (9) **Evaluation of Program.** The Colorado Department of Education will contract with an independent evaluator to conduct an annual evaluation of the program. Individual student achievement data will be collected so progress may be tracked by student identification numbers as students move from one school to another within the state while participating in a Read to Achieve program. Results will be disseminated on or before November 30, 2007 and each year thereafter to the State Board of Education, the Read to Achieve Board, the Governor, the education committees of the Senate and the House of Representatives, or any successor committees, and all Colorado school districts and BOCES as well as other interested parties on the effectiveness of the Read to Achieve Grant Program.

Colorado State Board of Education
Department of Education

1 Colorado Code of Regulations 301-42

Adopted: June 5, 1997

Amended: May 13, 2004

Attorney General Opinion: June 20, 1997, May 20, 2004

Statutory Authority: 22-2-106(1)(a) and (c), 22-2-107(1)(c), and 22-7-501 – 507, Colorado Basic Literacy Act

RULES FOR THE ADMINISTRATION OF THE COLORADO BASIC LITERACY ACT

2207501-R-1.00

Statement of Basis and Purpose.

The statutory basis for these Rules is found in the Colorado Revised Statutes 22-2-106(1)(a) and (c), 22-2-107(1)(c), and 22-7-501 – 507, Colorado Basic Literacy Act. These Rules establish the standards and criteria for the assessment of literacy in all students Kindergarten through third grades. The Act calls for the State Board of Education to determine the reading readiness level for Kindergarten pupils and literacy and reading comprehension levels for pupils in first, second and third grades; approve and identify to each school district instruments for assessing the basic reading skill and reading comprehension of each pupil in first, second and third grades; and promulgate rules to permit exceptions to the retention of pupils in third grade reading class.

1.01 *The Basic Purposes of the Colorado Basic Literacy Act*

- To provide a process for the State Board to fulfill its constitutional responsibility for supervising the public schools of the State.
- To provide pupils with the literacy skills essential for success in school and life.
- To promote high literacy standards for all students in Kindergarten through third grade.
- To help all schools improve the educational opportunities for literacy and performance for all students.
- To ensure that all students are adequately prepared to meet Colorado's 4th Grade Reading Standards and Benchmarks as stated in H.B. 93-1313.

1.02 Introduction

These rules describe the requirements for implementing the Colorado Basic Literacy Act. The first part defines terms used throughout this document. The second part specifies procedures necessary to implement the Colorado Basic Literacy Act. The third part states the criteria for selection of reading assessment instruments. The fourth part lists the exceptions to the law.

2.0 Definitions

- 2.01 Adequately validated accepted scientific standards: Standards based on rigorous, systematic and objective procedures that allow the user to predict with confidence that a decision (e.g., student assessment result, selection of reading strategy or program) is appropriate.
- 2.02 All students: Every student regardless of gender, socioeconomic level; disadvantaged status; racial, ethnic, or cultural background; exceptional abilities; or limited English proficiency. (For clarification on implementation of the Rules, refer to Section 5.)
- 2.03 Background knowledge: Knowledge that stems from previous experience.
- 2.04 Body of evidence: A collection of data about a student which, when seen in its entirety, documents a student's performance level.
- 2.05 Comprehension: The reason for reading; making meaning of the written word.
- 2.06 Concepts about print: Awareness that print carries a message; that there are conventions of print, such as directionality (left to right, top to bottom); differences between letters and words; spaces between words; distinctions between upper and lower case; and characteristics of a book (such as, title, author, front/back).
- 2.07 Fluency: The capacity to read words in connected text with sufficient accuracy and speed to comprehend what is read.
- 2.08 Performance levels: Indications of a student's ability to read and gather information from text of increasing difficulty levels.
- 2.09 Phonemic awareness: The ability to notice, think about, and work with the individual sounds in spoken words.
- 2.10 Phonics: The relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. Word attack skills will fall under the phonics component.
- 2.11 Phonological awareness: Awareness of speech at the level of sounds, syllables, words, and phrases.

- 2.12 Proficiency level: The level of performance that indicates a student is competent at reading and gathering information from text of increasing difficulty levels.
- 2.13 Progress monitoring assessments: Assessments that determine if students are making adequate progress or need more intervention to achieve grade level reading outcomes.
- 2.14 Reading assessment instruments: The means of determining a student's reading performance level. For the purposes of this Bill, these instruments need to refer to Colorado Content Standards that focus on reading.
- 2.15 Reading readiness: Possessing the prior knowledge that will allow a student to progress through early reading instruction successfully.
- 2.16 Reading comprehension: A process by which the reader constructs meaning from written communication.
- 2.17 Reading content standards: Statements from Colorado Content Standards focused on reading that define what a student should know and be able to do in order to be proficient in reading.
- 2.18 Reading process: The course of change in an individual's reading from the beginning to the more mature reading skills of word attack and comprehension in order to become a proficient reader.
- 2.19 Screening assessments: Assessments that are administered to determine which children are at risk for reading difficulty and who will need additional intervention.
- 2.20 Sense of story: Understanding that stories have a format, such as beginning, middle, and end.
- 2.21 Vocabulary: The words we must know to communicate effectively.
Listening vocabulary: The words we need to know to understand what we hear.
Speaking vocabulary: The words we use when we speak.
Reading vocabulary: The words we need to know to understand when we read.
Writing vocabulary: The words we use when writing.
- 2.22 Voice-print match: The one-to-one match between oral reading and the words of a text (i.e. beginning readers are able to point to each word when spoken).
- 2.23 Schema: A system of cognitive structures stored in memory that are abstract representations of events, objects, and relationships in the world.

3.0 **Proficiency levels**

Learning to read develops over time as a result of quality instruction and appropriate practice. Thus, the levels of proficiency must be aligned to Colorado Model Content Standards. As a result, continuity in literacy instruction is maintained from Kindergarten through third grade.

3.01 *Kindergarten proficiency*

3.01(1) By the end of Kindergarten, students will demonstrate a foundation of reading strategies that prepares them for reading at higher levels. This requires knowing:

3.01(1)(a) A sense of story that shall include, but not necessarily be limited to, students being able to do the following:

3.01(1)(a)(i) Tell a simple story with a beginning, middle, and end.

3.01(1)(a)(ii) Retell a known story in own words and in correct sequence.

3.01(1)(a)(iii) Listen to and comprehend a variety of genres.

3.01(1)(a)(iv) Generate a picture/written response to text listened to or read.

3.01(1)(a)(v) Connect information and events in texts to life experiences.

3.01(1)(a)(vi) Identify characters, setting, and key events in a text.

3.01(1)(b) Concepts about print that shall include, but not necessarily be limited to, students being able to do the following:

3.01(1)(b)(i) Handle books correctly.

3.01(1)(b)(ii) Understand directionality of print.

3.01(1)(b)(iii) Focus on word after word in sequence (voice-print match).

3.01(1)(b)(iv) Use pictures to predict print.

3.01(1)(b)(v) Realize that print carries meaning.

3.01(1)(c) Phonological and phonemic awareness that shall include, but not necessarily be limited to students being able to do the following:

- 3.01(1)(c)(i) Recognize, hear, and produce patterns of sound in oral language (i.e., rhyming words).
- 3.01(1)(c)(ii) Identify, blend, and segment the phonemes of most one-syllable words (e.g., dog, /d/ /o/ /g/).
- 3.01(1)(d) Letter and word recognition that shall include, but not necessarily be limited to, students being able to do the following:
 - 3.01(1)(d)(i) Recognize and name all letters.
 - 3.01(1)(d)(ii) Apply knowledge of letter-sounds to decode single-syllable words (e.g., dog, cat).
 - 3.01(1)(d)(iii) Know letter sounds.
 - 3.01(1)(d)(iv) Read simple words including a few sight words (e.g., a, the, i, my, you, is, and, are, and simple words used in a child's oral language).
- 3.01(1)(e) Vocabulary that shall include, but not necessarily be limited to, students being able to do the following:
 - 3.01(1)(e)(i) Talk about words and word meaning as encountered in books and conversation.
 - 3.01(1)(e)(ii) Identify and sort common words within basic categories (e.g., colors, shapes, food).
- 3.01(1)(f) Fluency that shall include, but not necessarily be limited to, students being able to do the following:
 - 3.01(1)(f)(i) Read orally simple text containing familiar word patterns.
 - 3.01(1)(f)(ii) Express knowledge of words used in instruction such as prepositions, common nouns, verbs, and pronouns.

3.02 First grade proficiency

3.02(1) By the end of first grade, students will use reading strategies to gain meaning from print at the first grade level. These strategies will prepare them for reading narrative and expository material beyond the first grade level. This requires:

- 3.02(1)(a) An understanding of text read aloud to the child or read by the child, that shall include, but not necessarily be limited to, students being able to do the following:

- 3.02(1)(a)(i) Use a range of strategies efficiently when constructing meaning from text being listened to or read.
 - 3.02(1)(a)(ii) Activate schema/background knowledge.
 - 3.02(1)(a)(iii) Ask questions.
 - 3.02(1)(a)(iv) Retell, summarize, and/or synthesize important information.
 - 3.02(1)(a)(v) Create mental images of places, characters, and events.
 - 3.02(1)(a)(vi) Draw inferences.
 - 3.02(1)(a)(vii) Use a variety of strategies to monitor and maintain comprehension.
 - 3.02(1)(a)(viii) Read, comprehend, and listen to a range of genres: narrative texts (e.g., stories, songs, poems, plays) and expository texts (e.g., trade books, how-to books).
 - 3.02(1)(a)(ix) Retell narrative text using characters, setting, and sequence of events.
 - 3.02(1)(a)(x) Retell expository text using main idea and some supporting details.
 - 3.02(1)(a)(xi) Generate a written or oral response to what has been read.
 - 3.02(1)(a)(xii) Connect information and events in texts to life experiences.
- 3.02(1)(b) Phonemic awareness that shall include, but not necessarily be limited to, students being able to do the following:
- 3.02(1)(b)(i) Use onset and rime to create new words that include blends and digraphs.
 - 3.02(1)(b)(ii) Hear and identify initial, medial, and final sounds of a given word.
 - 3.02(1)(b)(iii) Hear the similarities of sounds in words and rhythmical patterns in a sequence.
 - 3.02(1)(b)(iv) Recognize alliteration.

- 3.02(1)(c) Letter and word recognition that shall include, but not necessarily be limited to, students being able to do the following:
- 3.02(1)(c)(i) Recognize and apply knowledge of letter-sound relationships, including consonants, consonant blends, digraphs, common short and long vowel patterns to decode words.
- 3.02(1)(d) Vocabulary that shall include, but not necessarily be limited to, students being able to do the following:
- 3.02(1)(d)(i) Demonstrate a reading vocabulary of 300-500 words, including sight words and one and two syllable words.
 - 3.02(1)(d)(ii) Use sentence structure and background knowledge to understand word meanings.
 - 3.02(1)(d)(iii) Understand and generate vocabulary specific to content.
- 3.02(1)(e) Fluency that shall include, but not necessarily be limited to, students being able to do the following:
- 3.02(1)(e)(i) Read orally grade level materials, attending to phrasing, intonation, and punctuation.

3.03 Second grade proficiency

- 3.03(1) By the end of second grade, students will use strategies independently to gain meaning from print at the second grade level. These strategies will prepare them for reading narrative and expository material beyond second grade level.
- 3.03(1)(a) Efficient use of a range of strategies when constructing meaning from text, that shall include, but not necessarily be limited to, students being able to do the following:
- 3.03(1)(a)(i) Activate schema/background knowledge.
 - 3.03(1)(a)(ii) Determine importance of information.
 - 3.03(1)(a)(iii) Ask questions.
 - 3.03(1)(a)(iv) Retell, summarize, and/or synthesize important information.
 - 3.03(1)(a)(v) Create mental images of characters, events, and places.

- 3.03(1)(a)(vi) Draw inferences.
 - 3.03(1)(a)(vii) Use a variety of strategies to monitor and maintain comprehension.
 - 3.03(1)(a)(viii) Read, comprehend, and listen to a range of genres: narrative texts (e.g., stories, sounds, poems, plays) and expository texts (e.g., trade books, how-to books).
 - 3.03(1)(a)(ix) Retell narrative text using characters, setting, and sequence of events.
 - 3.03(1)(a)(x) Retell expository text using main idea and some supporting details.
 - 3.03(1)(a)(xi) Generate a written or oral response to what has been read.
 - 3.03(1)(a)(xii) Connect information and events in texts to life experiences.
 - 3.03(1)(a)(xiii) State the purpose for reading.
 - 3.03(1)(a)(xiv) Interpret information from simple diagrams, charts, and graphs.
 - 3.03(1)(a)(xv) Read and follow simple written directions.
- 3.03(1)(b) Phonemic awareness that shall include, but not necessarily be limited to, students being able to do the following:
- 3.03(1)(b)(i) Use knowledge of blending, segmenting, and manipulating phonemes in one or more syllable words.
 - 3.03(1)(b)(ii) Identify the presence of word endings (e.g., -ed, -s, -ing).
 - 3.03(1)(b)(iii) Recognize alliteration.
- 3.03(1)(c) Letter and word recognition that shall include, but not necessarily be limited to, students being able to do the following:
- 3.03(1)(c)(i) Recognize and use knowledge of letter-sound relationships, including diphthongs, common vowel patterns, and common word endings to decode unknown words.

3.03(1)(c)(ii) Demonstrate a reading vocabulary of 1,000 words, including sight words and multisyllabic words.

3.03(1)(d) Vocabulary that shall include, but not necessarily be limited to, students being able to do the following:

3.03(1)(d)(i) Use sentence structure and background knowledge to understand word meanings.

3.03(1)(d)(ii) Understand and generate vocabulary specific to content.

3.03(1)(e) Fluency that shall include, but not necessarily be limited to, students being able to do the following:

3.03(1)(e)(i) Orally read grade level materials attending to phrasing, intonation, and punctuation.

3.03(1)(e)(ii) Adjust reading pace to accommodate purpose, style, and difficulty of text.

3.04 Third grade proficiency

3.04(1) By the end of third grade, students will be fluent readers with a full range of reading strategies to apply to reading a wide variety of increasingly difficult narrative and expository text at the third grade level. This requires:

3.04(1)(a) An understanding of the text that shall include, but not necessarily be limited to, students being able to do the following:

3.04(1)(a)(i) Use a range of strategies efficiently when constructing meaning from text.

3.04(1)(a)(ii) Retell, summarize, and/or synthesize important information.

3.04(1)(a)(iii) Apply information and make connections from reading.

3.04(1)(a)(iv) Activate schema/background knowledge.

3.04(1)(a)(v) Determine importance.

3.04(1)(a)(vi) Ask questions.

3.04(1)(a)(vii) Create images.

3.04(1)(a)(viii) Draw inferences.

- 3.04(1)(a)(ix) Use a variety of strategies to monitor and maintain comprehension.
- 3.04(1)(a)(x) Read and understand a wide range of genres (e.g., directions, poems, biographies, historical fiction, expository texts, narratives).
- 3.04(1)(a)(xi) Retell narrative text using characters, setting, and sequence of events.
- 3.04(1)(a)(xii) Retell expository text using main idea and some supporting details.
- 3.04(1)(a)(xiii) Generate a response to reading citing examples from text.
- 3.04(1)(a)(xiv) Connect information and events in texts to life experiences.
- 3.04(1)(a)(xv) State the purpose for reading.
- 3.04(1)(a)(xvi) Interpret information from simple diagrams, charts, and graphs.
- 3.04(1)(a)(xvii) Read and follow simple written directions.
- 3.04(1)(a)(xviii) Summarize text passages.
- 3.04(1)(a)(xix) Understand literary elements (e.g., content, plot, setting, problem/solution, character development).
- 3.04(1)(a)(xx) Compare one text to another.

- 3.04(1)(b) Letter and word recognition that shall include, but not necessarily be limited to, students being able to do the following:
 - 3.04(1)(b)(i) Apply knowledge of letter-sound relationships and syllable spelling patterns to decode words in order to comprehend connected text.

- 3.04(1)(c) Vocabulary that shall include, but not necessarily be limited to, students being able to do the following:
 - 3.04(1)(c)(i) Understand vocabulary essential to text.
 - 3.04(1)(c)(ii) Understand and generate vocabulary specific to content.

- 3.04(1)(c)(iii) Use a range of strategies (e.g., context, prefixes, suffixes, roots).
- 3.04(1)(c)(iv) Use a range of resources (e.g., reference guides).
- 3.04(1)(c)(vi) Recognize common prefixes, suffixes, and roots in multisyllabic words.
- 3.04(1)(d) Fluency that shall include, but not necessarily be limited to, students being able to do the following:
 - 3.04(1)(d)(i) Read grade level materials attending to phrasing, intonation, and punctuation.
 - 3.02(1)(d)(ii) Read silently and often for extended period of time.
 - 3.04(1)(d)(iii) Adjust reading pace to accommodate purpose and difficulty of text.

4.0 **Assessment Instruments**

- 4.01 Reading assessment criteria approved by the State Board of Education will be supported by adequately validated accepted scientific standards that reflect the complexity of the reading process. These assessments must also inform reading instruction, provide information about student growth, and yield information about students' reading in relationship to the proficiency level as defined in 3.0.
- 4.02 The purposes of assessment required for this Bill fall in three categories:
 - 4.02(1) Screening: To identify who needs to be placed on individual literacy plans based on needs related to specific grade level proficiencies
 - 4.02(2) Progress Monitoring: To monitor progress of students who are on individual literacy plans
 - 4.02(3) End-of-Year Proficiency: To assess proficiency levels at the end of grades K-3.
- 4.03 Instruments for assessing the reading readiness and the reading comprehension levels of readers will reflect the complexity of reading as defined by the following criteria. Assessments must:
 - 4.03(1) Align with local content standards that meet or exceed the Colorado standards for reading.
 - 4.03(2) Align with the K-3 reading performance descriptions as defined in 3.0.

- 4.03(3) Include multiple measures over time that constitute a body of evidence regarding students' reading performance.
- 4.03(4) Include a variety of text structures, response formats, and administrative procedures (individual, small group, whole group).
- 4.04 Along with meeting the criteria stipulated in 4.03, districts must select valid and reliable instruments that assess students' reading performance at the end of third grade that meet the following requirements:
 - 4.04(1) Can be compared across schools and districts.
 - 4.04(2) Yield information about student performance level that can be summarized and aggregated for reporting.
 - 4.04(3) Are among the instruments approved by the State Board of Education.
- 4.05 The school district has the responsibility to determine that their selected instruments meet the criteria outlined in 4.01 through 4.04.

5.0 **Exceptions**

- 5.01 As mandated by 22-53-604(5)(a), students continue with reading instruction in the fourth grade reading class when they are reading at or above the reading proficiency level described in 3.04. Those students reading below the proficiency level described in 3.04 will continue to receive intensive grade reading instruction as described in their Individual Literacy Plan and designed to enable them to meet or exceed third grade reading proficiency.
 - 5.01(1) As stated in 22-53-604(5)(b), children with disabilities, as defined in section 22-20-103(1.5) when the disability is a substantial cause for a pupil's inability to read and comprehend at grade level.
- 5.02 As reading comprehension is dependent upon students' understanding of the language, children with limited English proficiencies, as determined by the individual district's criteria and documentation, must be assessed in their language of reading instruction, leading to their proficiency in reading English.

**2010-2011
Read to Achieve
Eligible Schools**

SCHOOL	DISTRICT
ALTURA ELEMENTARY SCHOOL	ADAMS-ARAPAHOE 28J
BOSTON ELEMENTARY SCHOOL	
CLYDE MILLER ELEMENTARY SCHOOL	
CRAWFORD ELEMENTARY SCHOOL	
ELKHART ELEMENTARY SCHOOL	
FLETCHER ELEMENTARY SCHOOL	
FULTON ELEMENTARY SCHOOL	
KENTON ELEMENTARY SCHOOL	
LANSING ELEMENTARY SCHOOL	
LYN KNOLL ELEMENTARY SCHOOL	
MONTVIEW ELEMENTARY SCHOOL	
PARIS ELEMENTARY SCHOOL	
PARK LANE ELEMENTARY SCHOOL	
PEORIA ELEMENTARY SCHOOL	
SABLE ELEMENTARY SCHOOL	
SIXTH AVENUE ELEMENTARY SCHOOL	
VAUGHN ELEMENTARY SCHOOL	
VIRGINIA COURT ELEMENTARY SCHOOL	
WHEELING ELEMENTARY SCHOOL	
BETHUNE ELEMENTARY SCHOOL	BETHUNE R-5
HASKIN ELEMENTARY SCHOOL	CENTER 26 JT
CESAR CHAVEZ ACADEMY - CENTRAL	CHARTER SCHOOL INSTITUTE
JEFFERSON ELEMENTARY SCHOOL	COLORADO SPRINGS 11
SURFACE CREEK VISION SCHOOL	DELTA COUNTY 50(J)
AMANDLA CHARTER ACADEMY	DENVER COUNTY 1
AMESSE ELEMENTARY SCHOOL	
ASHLEY ELEMENTARY SCHOOL	
BARNUM ELEMENTARY SCHOOL	
BARRETT ELEMENTARY SCHOOL	
BROWN ELEMENTARY SCHOOL	
BRYANT WEBSTER K-8 SCHOOL	
CASTRO ELEMENTARY SCHOOL	
CHARLES M. SCHENCK (CMS) COMMUNITY SCHOOL	
CHELtenham ELEMENTARY SCHOOL	

COLE ARTS AND SCIENCE ACADEMY	
COLFAX ELEMENTARY SCHOOL	
COLLEGE VIEW ELEMENTARY SCHOOL	
COLUMBIAN ELEMENTARY SCHOOL	
COLUMBINE ELEMENTARY SCHOOL	
COWELL ELEMENTARY SCHOOL	
DENVER ARTS & TECHNOLOGY ACADEMY	
DOULL ELEMENTARY SCHOOL	
EAGLETON ELEMENTARY SCHOOL	
ELLIS ELEMENTARY SCHOOL	
FAIRMONT K-8 SCHOOL	
FAIRVIEW ELEMENTARY SCHOOL	
FORCE ELEMENTARY SCHOOL	
FORD ELEMENTARY SCHOOL	
GARDEN PLACE ELEMENTARY SCHOOL	
GILPIN K-8 SCHOOL	
GODSMAN ELEMENTARY SCHOOL	
GOLDRICK ELEMENTARY SCHOOL	
GREEN VALLEY ELEMENTARY SCHOOL	
GREENLEE K-8 SCHOOL	
HARRINGTON ELEMENTARY SCHOOL	
HOWELL K-8 SCHOOL	
JOHNSON ELEMENTARY SCHOOL	
KNAPP ELEMENTARY SCHOOL	
MARRAMA ELEMENTARY SCHOOL	
MAXWELL ELEMENTARY SCHOOL	
MC GLONE ELEMENTARY SCHOOL	
MUNROE ELEMENTARY SCHOOL	
NEWLON ELEMENTARY SCHOOL	
OAKLAND ELEMENTARY SCHOOL	
PHILIPS ELEMENTARY SCHOOL	
PITT-WALLER K-8 SCHOOL	
PLACE BRIDGE ACADEMY	
SAMUELS ELEMENTARY SCHOOL	
SCHMITT ELEMENTARY SCHOOL	
STEDMAN ELEMENTARY SCHOOL	
SWANSEA ELEMENTARY SCHOOL	
TREVISTA ECE-8 AT HORACE MANN	
VALDEZ ELEMENTARY SCHOOL	
VALVERDE ELEMENTARY SCHOOL	
WHITTIER K-8 SCHOOL	
AVON ELEMENTARY SCHOOL	DENVER COUNTY 1
	EAGLE COUNTY RE 50

WAMSLEY ELEMENTARY SCHOOL	GARFIELD RE-2
JEFFERSON ELEMENTARY SCHOOL	GREELEY 6
MARTINEZ ELEMENTARY SCHOOL	
ROMERO ELEMENTARY SCHOOL	
MILLER SPECIAL EDUCATION	JEFFERSON COUNTY R-1
MOLHOLM ELEMENTARY SCHOOL	
AMES ELEMENTARY SCHOOL	LITTLETON 6
WHITMAN ELEMENTARY SCHOOL	
ACHIEVE ACADEMY	MAPLETON 1
ADVENTURE ELEMENTARY	
ENRICHMENT ACADEMY	
MONTEREY COMMUNITY SCHOOL	
ROCKY MOUNTAIN ELEMENTARY SCHOOL	MESA COUNTY VALLEY 51
MAYBELL ELEMENTARY SCHOOL	MOFFAT COUNTY RE:NO 1
DILLON VALLEY ELEMENTARY SCHOOL	SUMMIT RE-1
GILCREST ELEMENTARY SCHOOL	WELD COUNTY RE-1
FAIRVIEW ELEMENTARY SCHOOL	WESTMINSTER 50
FRANCIS M. DAY ELEMENTARY SCHOOL	
HARRIS PARK ELEMENTARY SCHOOL	
SHERRELWOOD ELEMENTARY SCHOOL	
SKYLINE VISTA ELEMENTARY SCHOOL	
TENNYSON KNOLLS ELEMENTARY SCHOOL	

Read to Achieve Reading Benchmark Goals & Achievement Goals

The R2A performance expectations are that at least 65% of students who complete the one year instructional cycle of the intensive reading program will: 1) reach their **achievement goals**; or 2) reach their **benchmark goals**, demonstrating that they are on pace to achieve grade level proficiency on the state assessment in reading. The Benchmark Goals and Achievement Goals established for the R2A Assessment (DIBELS) are:

End of Year Reading Benchmark Goals and Achievement Goals

Grade Level	PSF	NWF	ORF
Kindergarten Benchmark Goal Achievement Goal	35 54	25 42	Not applicable
Grade 1 Benchmark Goal Achievement Goal	35 60	50 83	40 74
Grade 2 Benchmark Goal Achievement Goal	Not applicable	Not applicable	90 111
Grade 3 Benchmark Goal Achievement Goal	Not applicable	Not applicable	110 125

PSF = Phoneme Segmentation Fluency **NWF** = Nonsense Word Fluency **ORF** = Oral Reading Fluency

Benchmark goals "represent the minimal levels of satisfactory progress (approximately the 40th percentile) for the lowest achieving students (Good, Gruba & Kaminski, 2001)."* Specifically, students who score at the benchmark level have a high probability, that is, approximately 80 percent likelihood, of scoring on benchmark in subsequent assessments.

The achievement goals represent an upper quartile goal (that is, the 75th percentile and above) based on a recent national study conducted by Dr. Roland H. Good and Associates. This technical report #13, (work in progress) provides system-wide percentile ranks for each of the DIBELS measures by grade and benchmark time (Good & Associates, 2007).

Note that these funds will be best targeted at students at the Partially Proficient (CSAP) or Strategic (DIBELS) level who will be able to demonstrate these types of gains – those who have the greatest potential for reaching the Read to Achieve achievement goals.

*Good, R.H., Gruba, J. & Kaminski, R. A. (2001). Best practices in using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in an outcomes-driven model. In A. Thomas and J. Grimes (eds.) Best practices in school psychology IV (pp. 679-700). Washington DC: National Association of School Psychologists.

Read to Achieve Grant Writing Webinar

Tuesday, June 8, 2010

9:00 a.m. – 11:00 a.m.

Registration for the webinar is required to participate. Please provide the following contact information for all who plan to attend:

Name	District/Organization	Phone	Email

Participants will receive an e-mail confirmation receipt with webinar logon instructions within three days of submitting a registration form. Please contact Ashley Anderson at 303.866.5061 if you submitted a registration form and do not receive a confirmation.

**E-mail *completed form* to: anderson_a@cde.state.co.us
by 4:00 p.m. on Friday, June 4, 2010.**