

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Application for grant funding through the
Reading Excellence Act
Fiscal Year 2000

Submitted May 22, 2000

District of Columbia Public Schools Reading Excellence Initiative

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Application for Federal Education Assistance



Note: If available, please provide application package on diskette and specify the file format

U.S. Department of Education

Form Approved

Applicant Information

1. Name and Address

Legal Name: District of Columbia Public Schools

Organizational Unit

Address: 825 North Capital Street, NE

Categorical Programs and Development

Washington
City

DC
State

n/a
County

20002 - 4210
ZIP Code + 4

2. Applicant's D-U-N-S Number: | 1 | 2 | 2 | 0 | 9 | 5 | 1 | 0 | 2 |

3. Catalog of Federal Domestic Assistance #: **84.338**

4. Project Director: Pearline Humbles

6. Type of Applicant (Enter appropriate letter in the box.) / A /

Address: 825 North Capital Street, NE

- | | |
|----------------------|---|
| A - State | H - Independent School District |
| B - County | I - Public College or University |
| C - Municipal | J - Private, Non-Profit College or University |
| D - Township | K - Indian Tribe |
| E - Interstate | L - Individual |
| F - Intermunicipal | M - Private, Profit-Making Organization |
| G - Special District | N - Other (Specify): _____ |

Washington DC 20002 - 4210
City State Zipcode + 4

Tel. #: (202) 442 - 5570 Fax #: (202) 442 - 5529

E-Mail Address: Pearline.Humbles@k12.dc.us

5. Is the applicant delinquent on any Federal debt? Yes No
(If "Yes," attach an explanation.)

7. Novice Applicant Yes No

Application Information

8. Type of Submission:

<u>PreApplication</u>	<u>Application</u>
<input type="checkbox"/> Construction	<input type="checkbox"/> Construction
<input type="checkbox"/> Non-Construction	<input checked="" type="checkbox"/> Non-Construction

11. Are any research activities involving human subjects planned at any time during the proposed project period? Yes No
a. If "Yes," Exemption(s) #: _____ b. Assurance of Compliance #: _____

9. Is application subject to review by Executive Order 12372 process?
 Yes (Date made available to the Executive Order 12372 process for review): 5 / 22 / 2000

1, 2, and 4 or _____

c. IRB approval date: _____ Full IRB or
_____ Expedited Review

No (If "No," check appropriate box below.)
 Program is not covered by E.O. 12372.
 Program has not been selected by State for review.

12 Descriptive Title of Applicant's Project:

10. Proposed Project Dates: 09 / 01 / 2000 08 / 31 / 2003
Start Date: End Date:

District of Columbia Reading

Estimated Funding

13 a. Federal	\$ <u>4,209,500.00</u>
b. Applicant	\$ _____ .00
c. State	\$ _____ .00
d. Local	\$ _____ .00
e. Other	\$ _____ .00
f. Program Income	\$ _____ .00
g. TOTAL	\$ <u>4,209,500.00</u>

Authorized Representative Information

14. To the best of my knowledge and belief, all data in this preapplication/ application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.

a. Typed Name of Authorized Representative

Arlene Ackerman

b. Title:

Superintendent

c. Tel. #: (202) 442 - 5885 Fax: (202) 442 - 5026

d. E-Mail Address: _____

e. Signature of Authorized Representative

Date: / /

Item 11. Protection of Human Subjects Attachment

Research activities involving human subjects under the District of Columbia Reading Excellence Act (REA) project are exempt under the regulations, in that all activities meet one or more of the following criteria for exemption:

1. Research is to be conducted to determine the effectiveness of, and comparison among, instructional techniques, curricula, or classroom management techniques. The research will evaluate the effectiveness of various programs (which have instructional, curricular, and managerial components), funded under the Reading Excellence Act, to improve reading skills.
2. Results of research involving the use of educational tests (cognitive, diagnostic, aptitude, or achievement), survey procedures, and interview procedures will be recorded in such a manner that the subjects cannot be identified, neither directly nor through identifiers linked to the subjects. The purpose of the evaluation of REA activities in the District of Columbia is to determine the effectiveness of programs. The evaluation will neither track the progress of any particular students, nor will it seek to identify in any way any individual student, directly or indirectly, for any reason.
4. Research involving the collection or study of existing data, documents, records, or diagnostic specimens will be effected only if these sources are publicly available or if the information is recorded by the investigator in a manner that subjects cannot be identified, neither directly nor through identifiers linked to the subjects.

Additional information regarding the evaluation methodology under REA can be found in the program narrative portion of this application.



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control No. 1880-0538

Expiration Date: 10/31/99

Name of Institution/Organization: District of Columbia Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						90,000
2. Fringe Benefits						13,500
3. Travel						0
4. Equipment						0
5. Supplies						0
6. Contractual						106,000
7. Construction						0
8. Other (Subgrants)						3,990,000
9. Total Direct Costs (lines 1-8)						4,199,500
10. Indirect Costs						10,000
11. Training Stipends						
12. Total Costs (lines 9-11)						4,209,500

<p>Name of Institution/Organization: District of Columbia Public Schools</p>	<p>Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.</p>
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - OTHER BUDGET INFORMATION (Next Page)

ED-524
SECTION C – OTHER BUDGET INFORMATION

Personnel

Years 1, 2, and 3

A full-time program coordinator will coordinate DCPS contracts and subgrants under the Reading Excellence Initiative and will provide staff support to the DCRLP meetings. The cost of this item is based on a first-year full-time annual salary of \$60,000, assuming annual salary increases of 5%.

DCPS will pay for an increasing amount each year of the Coordinator’s salary, as described below:

Title	Year 1	Year 2	Year 3

Fringe Benefits

Years 1, 2, and 3

Fringe benefits are calculated at a rate of 15% of the Program Coordinator’s salary paid for with grant funds (as shown above). The costs for fringe benefits are calculated as follows:

Title	Year 1	Year 2	Year 3

Travel

No allocation

ED-524

Section C, Continued

Equipment

No allocation

Supplies

No allocation

Contractual

Year 1

A contract with the District of Columbia Office of Grants Management and Development to administer the application process for Reading Excellence Act is anticipated at a cost of \$22,000.

Years 1, 2, and 3

DCPS will, through its standard procurement process, initiate a three-year contract to evaluate the effectiveness of REA programs, at an estimated cost of \$18,000 in year 1 and \$33,000 in years 2 and 3, for a total cost of \$84,000. The cost in year 1 is estimated at a lower rate because the evaluator will not work the entire year and will not be responsible for reports until years 2 and 3. Also, years 2 and 3 will be when LEAs are implementing their subgrant projects, so this will require more time and services.

Based on the above figures, the costs for contractual are calculated as follows:

Item	Year 1	Year 2	Year 3

Construction

No Allocation

Other

Years 1 and 2

During the first and second years of the project, Local Reading Improvement subgrants in amounts totaling \$1,800,00 per year will be distributed. Total cost: \$3,600,000.

Also, during the first year of the project, Tutorial Assistance subgrants in amounts totaling \$390,000 will be distributed.

Based on the above figures, the costs for Other are calculated as follows:

Item	Year 1	Year 2	Year 3

Indirect Costs

A total of \$10,000 is set aside in Year One for state administration costs over the three year period, to be used for the administration of the subgrant competitions, monitoring of the projects, reporting responsibilities, etc.

Training Stipends

No allocation

Part III. Program Narrative

Section A: Abstract

Abstract: The District of Columbia Reading Excellence Initiative (REI)

Introduction/ Need for Program:

The District of Columbia Public School (DCPS) system serves 146 public schools and 34 public charter schools. For the purposes of this grant application, DCPS is classified legally as a state educational agency (SEA). Its 146 elementary, middle, junior high and high schools are classified as a single local educational agency (LEA). Each public charter school is also defined as an LEA, for a total of 35 LEAs.

The system serves approximately 75,000 students. Of these, 76 percent are eligible for the free/reduced cost lunch program. Among DC public schools, 96 of 104 elementary schools are Title I eligible, and all public charter schools are Title I eligible. A total of 33 schools have been identified for school improvement under Title I.

Based on the spring 1999 Stanford-9 Assessment, over 70 percent of students in third grade scored below proficient (either “basic” or “below basic”) in reading. Our schools, from pre-kindergarten to third grade, need more information about effective practices in reading, and more guidance and training on how to implement those practices in the classroom. This initiative is part of a District-wide effort to improve student achievement, beginning with improving literacy skills in the earliest grades. The Reading Excellence Initiative (REI) will be supplemented by existing reforms such as recently established content standards and assessment, extended learning programs, comprehensive school reform models, the Even Start Statewide Family Literacy Consortium, and the NICHD Early Intervention Project.

DC Reading and Literacy Partnership (DCRLP):

In order to ensure that REA funds will be used to build the local capacity to address the needs of the target population, the Mayor of the District of Columbia and the Chief State School Officer have assembled a broad-based reading and literacy partnership from among the individuals and institutions working within the District. Members of the Partnership represent the City Council, the Board of Education, the Charter School Board, community-based organizations, DCPS state program directors, institutions of higher education, researchers, principals, teachers, and parents. The DCRLP will play an active role in providing technical assistance, disseminating information, awarding subgrants, and monitoring and evaluating subgrant recipients.

Program Objectives

- Improve reading instruction and outcomes in grades K-3 in eligible LEAs.
- Improve instruction through effective, focused professional development guided by scientifically-based reading research.
- Provide children in early childhood with the skills and support needed to learn to read once they enter school.

Section A: Abstract

- Provide additional support, including tutoring, to students having difficulty learning to read, including students with disabilities and limited or non-English proficiency.
- Expand the number of families participating in high quality family literacy programs.

SEA Activities: As the SEA for the District of Columbia, DCPS will be responsible for preparing all eligible LEAs to apply for and receive Local Reading Improvement and Tutorial Assistance Subgrants, through a city-wide Literacy Summit, a Model Project Orientation, technical assistance workshops, dissemination of current reading research, and review of early draft proposals. DCPS will award subgrants to LEAs submitting high-quality proposals aligned with scientifically-based reading research and state content and performance standards and assessments.

Once the subgrants are awarded, DCPS, with the support of the DCRLP, will provide guidance and support to funded LEAs in order to ensure effective implementation, and also provide ongoing support to both funded and non-funded LEAs in order to increase reading ability district-wide.

Additional activities include revising DC teacher certification requirements for elementary school teachers, to reflect current reading research and evaluating the implementation of the Reading Excellence Initiative in order to build capacity and replicate effective practices.

REA Subgrants: To ensure fairness of the subgranting process, the competitions will be held by the DC Office of Grants Management and Development. Application requirements for all subgrants are: alignment with scientifically-based reading research; coordination with existing programs; involvement of parents and community; development of a local literacy plan; and development of specific performance indicators and outcome measures.

LRI Subgrants will be awarded for two-year periods to serve approximately 3,385 children in 11-13 schools. The proposal contains detailed information to guide LEAs in developing effective research-based strategies. A total of four LEAs are eligible.

DCPS will award between 3-6 subgrants under the Tutorial Assistance competition. These subgrants will go to LEAs working with multiple tutorial assistance providers, in order to provide one-on-one or intensive tutoring to children in need of additional reading assistance, during weekends, after school, and summer hours. LEAs receiving subgrants must inform all parents about multiple tutoring options for their children. Tutorial assistance providers must serve children most in need and keep parents informed about their child's progress.

Section B: Introduction

B. Introduction

The District of Columbia Public Schools (DCPS) is applying for funds through the Reading Excellence Act, with a vision to undertake a series of reform initiatives to improve reading and literacy among students in grades K-3. Through the DCPS Reading Excellence Initiative (REI), an estimated 3,385 students will participate in Local Reading Improvement projects and approximately 800 students will participate in tutoring programs across the District of Columbia.

The mission of DCPS is “to make dramatic improvement in the achievement of all students today, in preparation for their world tomorrow.” To attain this goal, DCPS priorities include accountability, extra supports for students and staff, improving services and facilities, and involving parents and community in school-site management and the educational process. One of the most important steps to attaining this mission has been the adoption of clear, challenging content and performance standards in the core subjects. These standards describe what all students should know and be able to do before graduating or advancing from grade to grade. The system is beginning to see results from these efforts; since 1996-97, the percentage of students scoring Basic or above on the Stanford-9 Reading Assessment has climbed from 66 to 73 percent.

However, these gains are not enough. Aligned with “Every Child Reading: an Action Plan of the Learning First Alliance,” our goal is for all children in the District to learn to read well by grade three (AFT, 1998). While research suggests that even with excellent instruction a small percentage of students will continue to experience difficulty reading, we expect to dramatically reduce that percentage from its current level. We will accomplish this by awarding subgrants and providing support in order to attain the following objectives.

- Improve reading instruction in grades K-3 in eligible LEAs.
- Improve instruction through high quality professional development guided by scientifically-based reading research.
- Provide children in early childhood with the skills and support they need to learn to read once they enter school.
- Provide additional support, including tutoring, to students having difficulty learning to read, including students with disabilities and limited or non-English proficiency.
- Expand the number of families participating in high quality family literacy programs.

In all of these components, we will consider the needs of language minority and special education students. By concentrating on high quality professional development and intervention strategies for students at risk of reading difficulties, this program is intended to reduce the number of students referred to Special Education programs and to increase English language literacy development for limited- and non-English proficient (LEP/NEP) students.

Section B: Introduction

Finally, of primary importance is the *motivation* of students to read. When instruction is effective, greater numbers of children will feel more positive about reading and literacy. Our goal is to increase not only academic achievement, but enjoyment and interest in reading. This will be accomplished by encouraging educators and families to create a print-rich environment and an inviting atmosphere around story-time, reading, and literacy activities (Snow, et.al. 1998), and by ensuring that all children are taught well from the beginning of school.

C. Statement of Need

The District of Columbia Public School (DCPS) system serves 146 public schools and 34 public charter schools. For the purposes of this grant application, DCPS is classified legally as a state educational agency (hereafter referred to as DCPS). Its 146 elementary, middle, junior high and high schools are classified as a single local educational agency (hereafter referred to as DCPS-LEA). Each public charter school is also defined as an LEA, for a total of 35 LEAs.

The District of Columbia serves approximately 95,000 students. Of these students, 68,370 attend DC public schools. Another 6,432 attend DC public charter schools. In the 87 nonpublic schools in DC, 10,089 students are residents of DC and 10,391 are nonresidents.

Within the DC public schools (including public charter schools), 76 percent are eligible for the free/reduced cost lunch program. The racial breakdown of the student population is as follows:

- Asian/Pacific Islander: 1.5%
- Black: 86.1%
- Hispanic: 8.3%
- Native American or Alaskan Native: .04%
- White: 4.0%

The challenges faced by children in the District of Columbia are severe. In 1997, a total of 2,845 children entered the District's shelter system, according to the Community Partnership for the Prevention of Homelessness. Over half of the District's children are growing up in single-parent homes, or with grandparents or other relatives. Most important to the literacy development of our children, according to research, is the educational level of parents and family members in the home. According to the 1990 Census data on the educational attainment of persons over 25 years old in the District, approximately 17 percent had not graduated from high school, and an additional 10 percent had not attended beyond elementary school.

Among DC public schools, 96 of 104 elementary schools are Title I eligible, and all public charter schools are Title I eligible. Using current enrollment figures, an estimated 38 schools in four LEAs will be eligible for Local Reading Improvement (LRI) subgrants. These schools serve approximately 18,000 students, 12,000 of which are in preschool to grade three. A total of

Section C: Statement of Need

1,757 are designated as special education, and 490 are non- or limited- English proficient. In these schools, nearly 88% of students are eligible for free/reduced cost lunch.

The current research makes a direct correlation between poverty and poor literacy skills. The National Assessment of Educational Progress (1981, 1995) reveals significant differences in reading achievement by socio-economic status. Furthermore, reading achievement of children in affluent suburban schools is significantly and consistently higher than that of children in "disadvantaged" urban schools (e.g., NAEP, 1994, 1995; White, 1982; Hart and Risley, 1995).

The latest summary findings from the 1994 National Assessment of Educational Progress (NAEP) reports that 68 percent of fourth-graders in high poverty public schools scored below the basic level on the reading assessment. According to the NAEP administered in 1998, 72 percent of DC's fourth-graders scored below basic. In the DCPS schools eligible for REA subgrants, nearly 83 percent of third grade students scored below proficiency on the spring 1999 Stanford Achievement Test-9th Edition (SAT9).

Spring 1999 SAT9 Reading Scores: Below Proficient

	First Grade	Second Grade	Third Grade
All DC Public Schools	58.5%	74.6%	70.7%
LRI-eligible Schools	69.0%	86.7%	82.8%

There are currently 10,500 special education students in DCPS. The largest disability area within this population is learning disabled. The most common characteristics in this disability area are the inability to read and low-level language skills. Recent research findings indicate that a lack of phonemic awareness is a major obstacle to reading acquisition. Children who are not phonemically aware are not able to segment words and syllables into phonemes. Consequently, they do not develop the ability to decode single words accurately and fluently, an inability that is the distinguishing characteristic of persons with reading disabilities.

Low entry-level literacy skills are more difficult to overcome if a student has limited English proficiency. As of February 2000, the District served 8,603 language minority students, with 5,514 classified as either non- or limited-English proficient (NEP/LEP). Of these students, 2,700 are in preschool through third grade. These students represent 137 countries and speak 112 different languages, and are enrolled in nearly every school in the District. Many of these students, even those born in the United States, do not begin to acquire English until they enter Head Start, pre-kindergarten, or kindergarten programs in DCPS. Given the scarcity of bilingual early childhood programs, many of these children enter English-only classrooms where they quickly develop Basic Interpersonal Communicative Skills (BICS) in English, but fail to develop the Cognitive Academic Language Proficiency (CALP) (J. Cummins, 1982). In other words, as these children are busily acquiring the social language skills necessary for survival in an English-speaking environment, they miss the fundamental pre-literacy skills that are taught in English

Section C: Statement of Need

during the early years. These students are likely to fall further behind each year because teachers are not trained to ensure the development of both types of proficiency.

Research shows that early intervention (in grades pre-K through 3) can not only overcome these factors that place children at greater risk of reading difficulty, but also create a dramatic and sustained improvement in student performance, manifested in higher standardized test scores, as well as fewer instances of grade retention and assignment to special education (Campbell and Ramey, 1995).

To achieve this goal, our schools need more information about effective, research-based practices in reading and language development, and more training for teachers in how to implement those practices in the classroom. They need greater coordination among the numerous federal and local programs currently at work. And they need guidance and support as they seek to revise their policies around effective literacy instruction in the early grades.

In addition, families of young children in DC need the information and support that will enable them to prepare their children to learn to read. DCPS is in the unique position of serving approximately 3,344 children in full-day pre-kindergarten programs in 107 schools. For this reason, we feel it is important for this initiative to serve not just our children in kindergarten to third grade, but also those children that we can reach every day in pre-kindergarten. Thus, while our focus in this initiative will be on K-3 classroom instruction, we will provide similar, age-appropriate services for our pre-kindergarten students and families as well.

Understanding of scientifically-based reading research (SBRR) and high quality professional development

The implementation of the DCPS Reading Excellence Initiative will be supported by the definition of reading as defined by the REA legislation:

“The term ‘reading’ means a complex system of deriving meaning from print that requires all of the following:

- 1) the skills and knowledge to understand that phonemes, or speech sounds, are connected to print;
- 2) the ability to decode unfamiliar words;
- 3) the ability to read fluently;
- 4) sufficient background information and vocabulary to foster reading comprehension;
- 5) the development of appropriate active strategies to construct meaning from print; and
- 6) the development and maintenance of a motivation to read.”

The research described in this section will provide the parameters for LEAs applying for REA subgrants and will guide all citywide literacy efforts. Subgrant applicants will use this research

Section C: Statement of Need

to assess their current literacy programs and to demonstrate their need for assistance under this grant.

1) The Skills and Knowledge to Understand that Phonemes, Or Speech Sounds, Are Connected To Print

Phonemic awareness refers to the understanding that spoken words can be broken into smaller sound units (phonemes). Merely learning the alphabet from parents or preschool teachers does not necessarily develop phonemic awareness. Phonemic awareness involves the awareness of—and the ability to manipulate—the sounds in words.

Contemporary research indicates that phonemic awareness is a unitary construct. It consists of tasks ranging from identifying the first sound in a word, to more complex tasks such as blending several phonemes into words, segmenting words into phonemic units, and deleting and substituting sounds in a word (Schatschneider, Francis, Foorman, Fletcher, & Mehta, 1999; Stanovich & Siegel, 1994; Torgesen, Wagner, & Rashotte, 1994).

Students who struggle with phonemic awareness are often unable to:

- Segment words into sounds (e.g., “What sounds do you hear in the word map?”);
- Retain sounds in short-term memory and combine them to form a word (e.g., “What word do we have if you put these sounds together: /s/, /a/, /t/?”);
- Detect and manipulate sounds within words (e.g., “Is there a /k/ in bike?”);
- Perceive a word as a sequence of sounds (e.g., “How many sounds do you hear in the word fish? /f/, /i/, /sh/); or
- Isolate beginning, medial, and ending sounds (e.g., “What is the first sound in rose?”) (Stanovich & Siegel, 1994).

Thus, these students fail to benefit from traditional phonics programs or traditional basal reading programs.

Without phonemic awareness, many students fail to benefit from phonics programs because the understanding that sounds map onto print symbols remains elusive and mysterious to them. They will have trouble understanding how letters represent sounds, they will not strategically approach sounding-out new words, and they will not understand how letters in words are systematically represented by sounds.

Phonemic awareness is strongly predictive of subsequent success or failure in learning to read well in later years (Adams, 1990; Fletcher et al., 1994; Hanson & Farrell, 1995; Schatschneider et al., 1999; Stanovich & Siegel, 1994; Torgesen et al., 1994). Supporting the critical contribution of phonemic awareness to the development of proficient reading, Torgesen (1998) explains, “The most common cause of difficulties acquiring early word reading skills is weakness in the ability to process the phonological features of language” (p. 33).

Section C: Statement of Need

Research has demonstrated that phonemic awareness can be explicitly taught to young children in kindergarten and grade one, using a range of instructional programs (Ball & Blachman, 1991; Cunningham, 1990; Foorman, Francis, Fletcher, Schatschneider, & Mehta, 1998; O'Connor, Notari-Syverson, & Vadasy, 1996). Students in grades 2 and 3 can also be taught phonemic awareness (Berninger, in press; Torgesen et al., 1994) using intensive “catch up” programs. However, it tends to be far more difficult to teach older students.

Phonemic awareness instruction will be a cornerstone of the proposed Reading Excellence program activities in kindergarten and first grade and will serve as a core component in all “catch up” or remedial programs for second and third graders experiencing difficulty in the area of reading.

2) The Ability to Decode Unfamiliar Words

In a comprehensive review of the research on beginning reading, Adams (1990) concluded that comprehension and other higher-order reading activities depend on strong decoding and word recognition skills. Decoding (a) gives students a means of independently identifying words that are visually unfamiliar and (b) forces students’ attention to the order and identities of letters. Even highly proficient readers rely on decoding strategies to read unfamiliar words. There are simply too many words in the English language to rely on memorization as a primary word reading technique (Adams). Additionally, a whole-word strategy, by itself, has limited utility in an orthography based on an alphabet (Adams). Adams concludes that “deep and thorough knowledge of letters, spelling patterns, and words, and the phonological translations of all three...” (p. 146) are critical to later reading success.

In a recent analysis of contemporary reading programs and the extent to which they implement research based practices, the Learning First Alliance (1998) notes that it is during “first grade when common instructional practices and materials are often inconsistent with the most current research findings.” (e.g., Felton, 1993; Foorman, Francis, Fletcher, & Lynn, 1996). The authors note that “although some children are able to teach themselves how to sound out words,” many students require systematic, explicit instruction, with many opportunities to practice newly learned decoding skills and texts that provide them with these opportunities (e.g., Becker & Gersten, 1982; Foorman et al., 1998). Without such instruction, these students can develop lifelong reading problems.

The Learning First Alliance (1998) urges that “reading materials should feature a high proportion of new words that students can ‘sound out’ using the letter-sound relationships they have been taught” (p. 5).

Furthermore, research consistently shows that poor readers tend to over-rely on context clues and pictures in trying to read unknown words. Professional development must stress that instruction

Section C: Statement of Need

should be geared towards encouraging accurate decoding of the printed text, and actively discourage reliance on context. (Unfortunately, many basal series encouraged students to use the picture or context to guess the correct word).

Currently, Washington, DC schools are desperately in need of first grade reading texts that systematically teach phonics rules and provide the practice necessary to ensure that students master use of decoding strategies. This will be addressed in the adoption of new reading materials to take place in school year 2000-2001.

A major facet of decoding instruction becomes helping students understand the relationship between print patterns and speech. Knowledge of a word's spelling is critical to the way in which a word is read, and knowing how to read a word requires an ability to segment it into phonemes (Ehri, 1989). In other words, an understanding of letter-sound correspondences and the left-to-right progression of phonemes within words is necessary when children attempt to write the letters of a word they are spelling. To identify whether a printed word is spelled correctly, students must translate the spelling of the written word into the represented speech sounds (Vandervelden & Siegel, 1997).

Recent research indicates that well-conceptualized spelling instruction supports enhanced reading achievement (Ehri, 1987, 1989; O'Connor & Jenkins, 1995). Spelling instruction can and should provide a logical infusion of phonemic awareness and decoding (e.g., Ehri & Wilce, 1987; O'Connor & Jenkins). Increasingly, basal reading series include a strong spelling component capitalizing on this connection.

When examining the converging results in the research, findings support spelling as a way to teach elementary school students how to use sounds to form words (e.g., Adams, 1990; Ehri, 1989; Ehri & Wilce, 1987; Moats, 1995). Even in kindergarten, experimental studies suggest that students who received phonemic awareness and spelling instruction demonstrated more proficient decoding and word reading skills than students who did not receive integrated phonemic awareness and spelling instruction (Ehri & Wilce; O'Connor & Jenkins, 1995; Vandervelden & Siegel, 1997).

To summarize, research indicates that effective teachers consistently work on decoding throughout the primary grades, pointing out to students the connections between print conventions and words in the spoken language. In a recent research synthesis, American Federation of Teachers (1999) concluded that effective teaching of reading moves from individual letter sounds in kindergarten and early first grade to a focus on morphemes and word families. At all stages, teachers explain print conventions, link them to spoken and written language and use these lessons as a basis for increasing word recognition ability and vocabulary knowledge (American Federation of Teachers).

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A key message in the research findings is that decoding instruction must be explicit for all students to learn to read. It must be systematic, providing students with adequate opportunity to practice newly learned word analysis skills in their daily reading. Effective decoding instruction provides students with a good deal of discrimination practice. Finally, effective decoding instruction integrates reading, writing, spelling, and vocabulary.

3) The Ability to Read Fluently

The ability to read words effortlessly and fluently is the hallmark of good reading (Adams, 1990; Snow, Burns, & Griffin, 1998; Stanovich, 1986). Dysfluent decoding is often indicative of a student with reading problems. Yet, until recently, schools did very little to systematically help struggling readers become fluent readers. The situation is much the same as it was almost 20 years ago when Allington (1983) labeled it “the neglected reading goal.”

Dysfluent readers often read in a monotone; they labor, struggle, and plod through the reading of each word as if it were completely unrelated to the next. Twenty-five years of correlational research has consistently shown that students who cannot read fluently virtually never read with comprehension (Fuchs, Fuchs, & Maxwell, 1988; Perfetti, 1975; Stevens & Driscoll, 1985). The correlation between reading comprehension and reading fluency is usually on the order of .7 or .8, which is extremely high (e. g., Fuchs et al.; Shinn, Good, Knutson, Tilly, & Collins, 1992). In fact, measures of fluency typically correlate higher with measures of comprehension than do measures of fluency correlated with decoding (Shinn et al., 1992). Measures of reading fluency are also highly correlated with teacher judgments of student reading proficiency (Fuchs & Deno, 1981; Marston & Deno, 1982).

The reason for the strong relationship between fluency and comprehension was articulated over 25 years ago by LaBerge and Samuels (1974) and Perfetti (1975). They argued that students who cannot read words with near automaticity devote almost all their mental energy to decoding individual words. Virtually no resources are left over to devote to the task of comprehension.

Research by Fuchs, Fuchs, Hamlett, Walz, and Germann (1993) showed that the greatest growth in reading fluency occurs in first and second grade. By second grade students should be well on their way to reading and understanding increasingly complex material. Snow, Burns and Griffin (1998) concluded, however, that “at the beginning of second grade . . . the reading of many children is too laborious and unsure to admit independent reading or understanding of any but the simplest texts” (p. 211).

For solid readers, fluency is well established in first grade and improves consistently throughout elementary school. This consistent improvement is partly attributable to their growing enjoyment of, and engagement in, reading related activities, which contributes to further improvements in fluency (Nagy & Anderson, 1984; Stanovich, 1986). But, as Hiebert, Pearson, Taylor,

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Richardson and Paris (1998) point out, “most struggling readers read too little text to become fluent readers. Even worse, what they do read is often too difficult for them” (p. 5).

Unfortunately, teachers receive little help from most basal reading programs in how to build reading fluency for struggling readers. Stein (1993) analyzed the first grade editions of the major basal reading programs and found that less than half included any activities to build reading fluency. In addition, the activities that were included were insufficient to adequately address the magnitude of the problem that many students face.

There is a knowledge base, however, on instructional methods that facilitate reading fluency. An important key to these methods is contained in the observation quoted above by Hiebert et al. (1998): developing fluency depends heavily on the amount of time students spend reading material that is appropriate, given their level of reading ability.

Guidelines established by the National Research Council (Snow et al., 1998) based on their analysis of the research (e. g., Wixson & Lipson, 1991) indicate that young readers should be able to independently read at least 95 percent of the words in a given text. Gersten, Carnine, and Williams (1982) showed there was a strong relationship between students’ success rate in oral reading and their subsequent reading achievement. In other words, when students spend time reading material at the right level of difficulty, the reward is the better development of reading fluency and comprehension skills.

Clearly, instructional practice must emphasize fluent reading of connected text. Professional development efforts must support any shortcomings of basal series in current use. There are two effective, and relatively easy methods to do this.

One validated approach to increasing fluency is repeated readings. Research support for this approach indicates consistently positive effects (Samuels, 1997; Shany & Biemiller, 1995; Sindelar, Monda, & O’Shea, 1990). An important advantage of repeated readings is that implementation techniques are very feasible for classroom teachers.

Another technique with a large degree of documented empirical success is the use of peer tutoring. Peer tutoring can be coupled with repeated readings to provide a very powerful reading fluency intervention for struggling readers. In one of the most effective versions of peer tutoring, a stronger reader and a weaker reader are paired. The stronger reader reads a section of text first, followed by the weaker reader who reads the same section of text. In this way, the weaker reader is provided with a model of better, and usually more fluent, reading. Each student also has the opportunity to be the “tutor” (i.e., follows what the tutee reads silently and points out any errors), increasing motivation in the approach. This method consistently leads to growth in reading achievement (Fuchs, Fuchs, Mathes, Simmons, 1997; Greenwood, Delquadri, & Hall, 1989; Mathes, Howard, Allen, & Fuchs, 1998).

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A major advantage of peer tutoring is that it can be used with a wide array of reading materials (e.g., textbooks and/or children's literature). It is important to also note that much of the research on peer tutoring has been conducted with African-American students in inner city schools, so the findings are especially relevant to the concerns of teachers and students in the Washington, DC school system.

In addition to methods to help students build reading fluency skills there are also effective ways to assess reading fluency. Regular checks of reading fluency are increasingly used in effective reading programs. There are consistent indications, for example, that the number of words a student reads correctly in one minute is a reliable and valid measure of overall reading proficiency (Deno, Mirkin, & Chiang, 1982; Fuchs et al., 1988; Potter & Wamre, 1990). This method of assessing reading proficiency has been shown to be a more sensitive way of assessing progress than standardized tests (Deno et al. Fuchs et al., 1993).

For these reasons, the professional development efforts in Washington DC will emphasize both (a) regular assessment of reading fluency and (b) instruction devoted to increasing fluency.

4) Sufficient Background Information and Vocabulary to Foster Reading Comprehension

Background knowledge and vocabulary—along with decoding accuracy—provide the foundation for reading comprehension. It is unsurprising that the nature and degree of readers' background and vocabulary knowledge strongly influence their reading comprehension. Chiesi, Spilich, and Voss (1979) and Pearson, Hansen, and Gordon (1979) suggested that students with considerable, accurate background knowledge comprehend better than those with limited prior knowledge (Alvermann, Smith, & Readance, 1985). Conversely, inaccurate prior knowledge has an adverse effect on comprehension (Alvermann et al.).

There is a tight relationship between prior knowledge and reading comprehension. Prior knowledge is necessary to comprehend text. Reading text with understanding contributes substantially to knowledge development. (Cunningham & Stanovich, 1998). Seminal research by Anderson (1984) showed how gaps in background knowledge lead to severe comprehension problems. Students may not possess the necessary background knowledge to understand what they are reading. Or students may possess relevant background knowledge, but not access it adequately during reading. In fact, this failure to activate relevant background knowledge is a hallmark of weak readers.

Similarly, the relationship between reading comprehension and vocabulary knowledge is strong and reciprocal (Baker, Simmons, & Kameenui, 1998; Baumann & Kameenui, 1991; Paul & O'Rourke, 1988; Stanovich, 1986). Stanovich argued that variation in vocabulary knowledge was a causal determinant of differences in reading comprehension. He also stated that "like phonological awareness, vocabulary knowledge is involved in a reciprocal relationship with reading ability, but that—unlike the case of phonological awareness—the relationship is one that

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continues throughout reading development and remains in force for even the most fluent adult readers” (p. 379).

Limited background and vocabulary knowledge causes more problems in reading comprehension for students from low socioeconomic (SES) backgrounds than middle SES backgrounds, and the problems get progressively worse the longer students are in school. White, Graves, and Slater (1990) investigated reading vocabulary size and growth differences between students in grades 1 through 4 in two low SES schools and one middle SES school. White et al. found that there were sizeable differences in vocabulary favoring students in the middle SES school at every grade, but that the discrepancy grew considerably in size from one grade to the next.

Interventions to Improve Background Knowledge and Vocabulary

During the past 15 years, researchers have developed interventions that provide students with relevant background knowledge and/or encourage discussions so that students realize that they must use the background knowledge they possess in order to make sense of material they are reading. Several instructional strategies, developed through controlled experimental research, have been able to achieve the goal of building and activating relevant background knowledge (Bos & Anders, 1990b; Klingner & Vaughn, 1999; Ogle, 1986; Raphael & Pearson, 1982).

These studies suggest that getting students to think about, and organize, what they know before reading helps set the purpose for reading by activating their knowledge about the topic. Making students’ knowledge public through the use of pre-reading strategies also allows the teacher to determine misconceptions that hinder comprehension (Anderson & Smith, 1984).

One of the most commonly used strategies for activating background knowledge is Ogle’s K-W-L (1986). The K-W-L is efficient in that it takes a minimum of teacher preparation yet yields a wealth of formative information that teachers can use to guide comprehension instruction (Gersten, Dimino, Peterson, & Dilliplane, 1995). Before reading, the teacher records what the students think they know about the topic and what they want to know about the topic. During the reading, the teacher stops at designated points to confirm or amend prior knowledge statements and to clarify any misconceptions that may have occurred during the reading. This recursive process continues while reading the selection.

Beck and her colleagues conducted extensive research in vocabulary instruction throughout the 1980’s and early 1990’s (Beck & McKeown, 1991; Beck, Perfetti, & McKeown, 1982; McKeown & Beck, 1988). They concluded that nearly all strategies of increasing vocabulary knowledge result in greater learning than occurs during typical opportunities (Baker et al., 1998). Popular methods that have been tested include semantic mapping (Sinatra, Berg, & Dunn, 1985),

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semantic features analysis (Bos & Anders, 1990a; 1990b), the keyword method (Mastropieri, Scruggs, & Fulk, 1990), and computer-assisted instruction (Reinking & Rickman, 1990).

In their meta-analysis of the research on vocabulary instruction, Stahl and Fairbanks (1986) reported that much of the instruction involves some combination of the mundane tasks of looking up definitions, writing them down and memorizing them. Stahl and Fairbanks found that when this is the only approach teachers use, there is no effect on reading comprehension. Similarly, comprehension is not affected when a word is used in context without the complement of a definition. For vocabulary instruction to improve comprehension, there needs to be a combination of both contextual and definitional information.

The key to vocabulary instruction, according to Nagy and Anderson (1984), is that it must “teach skills and strategies that help children become independent word learners” (p. 328). This is because the number of words students with limited vocabulary knowledge need to begin to catch up with their peers is far too extensive to make much of an impact through direct teaching. The most effective way for children to become independent word learners is through reading (Anderson & Nagy, 1991). Thus, solid instruction in beginning reading is crucial to overall vocabulary growth (Baker et al., 1998).

One of the main insights gained from vocabulary research has been that repeated exposure to vocabulary across contexts and activities (e.g., using some of the same words in the reading passage as a basis for writing activities and/or discussions) helps students retain new vocabulary (Beck & McKeown, 1991). Beck and McKeown also found that students benefited significantly more from instruction that included a variety of techniques for improving vocabulary.

Beck et al. (1982) developed a variety of innovative approaches to vocabulary learning that piqued students’ interest and increased their knowledge. These activities helped students compare semantically related words (e.g., Could a philanthropist be a miser?), demonstrate the meaning of words through the use of sentence completion activities (e.g., The accomplice was worried because . . .), make word associations, and develop a deeper understanding of specific vocabulary in their lives outside of school.

In conclusion, it is essential for teachers to use multiple strategies for teaching vocabulary and to ensure that students use and practice newly learned words in writing or discussion activities. Otherwise, much of the vocabulary learned is not retained.

5) The Development of Appropriate Active Comprehension Strategies to Construct Meaning From Print

A key pillar of professional development efforts in DCPS will be comprehension strategy instruction. In our view, this is the core of a balanced, research-based approach to developing literacy in all students.

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Comprehension of text is the principal goal of reading. Over 20 years of controlled scientific research (e.g., Klingner, Vaughn, & Schumm, 1998; Palincsar & Brown, 1984; Pearson & Dole, 1987; Williams, 1993) has documented that comprehension strategies used by proficient readers can be taught to students with comprehension difficulties.

In DC, as in most classrooms, teachers ask students comprehension questions but fail to provide students with strategies for figuring out the answers. The goals of comprehension strategy instruction are to provide students with a series of methods that (1) help them understand the text and (2) increase their ability to answer questions about material read, and/or write about material they read.

In the past 15 years, a wide array of approaches have been developed and validated using high quality research designs. Earlier efforts were primarily with students in the intermediate grades, but recently researchers such as Mathes, Howard, Allen, and Fuchs (1998) and Greenwood et al. (1989) have demonstrated that strategy instruction can enhance comprehension of students in the primary grades. Students as young as the second grade are taught the metacognitive (Brown, Armbruster, & Baker, 1986) and self-regulation strategies (Paris, Cross, & Lipson, 1984) they need to help them automatically (Neves & Anderson, 1981) monitor their comprehension, initiate strategies when comprehension breaks down, and evaluate the success of their attempts.

Strategies such as Collaborative Strategic Reading (CSR) and Questioning the Author (QA) are intended for content area material such as science or social studies. Research by Klingner & Vaughn, (1999) and Klingner et al. (1998) demonstrates that use of these strategies led to significant improvements on standardized measures of comprehension.

Peer-assisted learning has been used for both narrative and content area reading. In a series of controlled field research studies (Delquadri, Greenwood, Whorton, Carta, & Hall, 1986; Fuchs, Fuchs, Mathes, & Simmons, 1997; Greenwood et al., 1989; Mathes, Fuchs, Fuchs, Henley, & Sanders, 1994; Simmons, Fuchs, Fuchs, Mathes, & Hodge, 1995) demonstrated significant growth in reading achievement, both fluency and comprehension, when using this strategy.

Although the names of the various comprehension strategies developed by researchers vary (e.g. QA, reciprocal teaching, CSR, inferencing, and peer assisted learning strategies) they all share many commonalities. A recent meta-analysis of the research on comprehension strategies conducted by Rosenshine and Meister (1994) concluded that there are three key instructional principles. These are:

1. Students can be taught strategies that foster comprehension. This approach leads to a significantly better understanding of text than conventional teaching. Examples of strategy components include:

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- a) asking oneself both literal and inferential questions while reading to ensure that you are getting the “gist” of the passage (Palincsar & Brown, 1984; Raphael & Pearson, 1982; Wong & Jones, 1982),
 - b) being able to summarize the key points in the passage,
 - c) learning to re-read parts of a passage if confused,
 - d) learning that it’s acceptable to ask a teacher or peer for help if you are unable to deduce the meaning of a passage,
 - e) generating main idea statements, summarizing,
 - f) working with a group to answer literal, inferential and evaluative questions (Dole, Duffy, Roehler, & Pearson, 1991; Klingner & Vaughn, 1999; Klingner et al., 1998; Palincsar & Brown, 1984) and,
 - g) predicting and evaluating the accuracy of strategies.
2. These strategies must be modeled and then practiced extensively. Research consistently demonstrates that practice with a group is far superior to individual practice, esp. during the early phases (e. g., Beck, McKeown, Sandora, Kucan, & Worthy, 1996; Klingner et al., 1998). Also, practice using real texts is far preferable to using contrived passages from workbooks or basal readers.
 3. It is essential that students practice and master these strategies while working in groups (Beck et al., 1996; Beck, McKeown, & Worthy, 1995; Klingner et al., 1998). As Armbruster and Osborn (1999) note in their review of the research literature: “Students can provide support for each other as they work together in groups to construct meaning from text.”

Research on techniques such as QA and CSR reveals that extensive comprehension strategy instruction helps change the nature of classroom discourse. Beck, et. al. (1996) and Williams (1993) found that, for example, use of QA led to teachers asking more inferential questions during class; more student-initiated questions and comments about reading passages; and more extended discussions.

6) Development and Maintenance of Motivation to Read

Two recent studies examined the topic of students’ interest and motivation. The first, by Sweet, Guthrie and Ng (1998), explored teacher perceptions of what motivates students to become independent readers. The second, conducted by Pressley, Rankin, Yokoi (1996), surveyed only teachers considered exemplary by their reading supervisors. Both sets of researchers found that the key to motivation was providing students with opportunities to read books on subjects of personal interest to the child.

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Englert and colleagues (1994) developed a system for assisting even struggling readers in developing skills for independent reading and report writing, as well as presentation of their experiences to peers. This system stresses the linkage between reading and writing, as well as the link between discussion with peers and writing. Research has demonstrated significant growth on standardized achievement tests in the area of reading comprehension for students who engage in these school-based discourse communities.

Making substantive connections between families and school, and between school and community appear to result in greater student engagement (Pressley et al., 1996). Again, techniques such as QA or CSR actively encourage students to incorporate relevant experiences from their lives into their analysis of stories read. Hiebert et al. (1998) note that “when schools and teachers recognize the aspirations of family and efforts devoted to children’s reading acquisition, they take an important first step in ensuring engagement” (p. 2, Topic 7).

Perhaps the most intriguing finding from the Pressley et al. (1996) survey of expert reading teachers was the conclusion that “competence is central to engagement . . .” (Hiebert et al., 1998, p. 3 , Topic 7). These teachers define competence broadly, as:

- actual reading ability (since without accurate decoding, students quickly become frustrated with independent reading even if the book is on a topic of interest),
- competence in presenting the gist of a story to peers,
- competence in expressing a preference to a teacher, and
- competence in discussing the key theme in a book orally read to the class.

Professional Development

As Huberman (1993) notes: "If the innovation literature teaches us just one thing, it is that practiced change is an uneven, uncertain affair that seldom transcends trivial levels..." (p. 25). The history of innovation is fraught with well-intentioned, conceptually sound instructional programs that were never implemented seriously (Ball, 1990; Cuban, 1986; Fullan, 1991).

Yet in the past 20 years, a body of knowledge has slowly emerged that, at the very least, can help guide our efforts.

In the largest study of factors that lead to sustained use of research-based practices, Huberman and Miles (1984) found that the path to high levels of sustained use stemmed from “strong user commitment and practice mastery” (p. 277) coupled with administrative support. It is important to note that practice mastery (i.e., solid implementation) invariably resulted from strong levels of ongoing technical assistance during teachers’ early years (Huberman & Miles).

Although 20 years ago, researchers believed it was important to change teachers’ beliefs prior to changing their teaching practice, this has not been validated by empirical research. Guskey

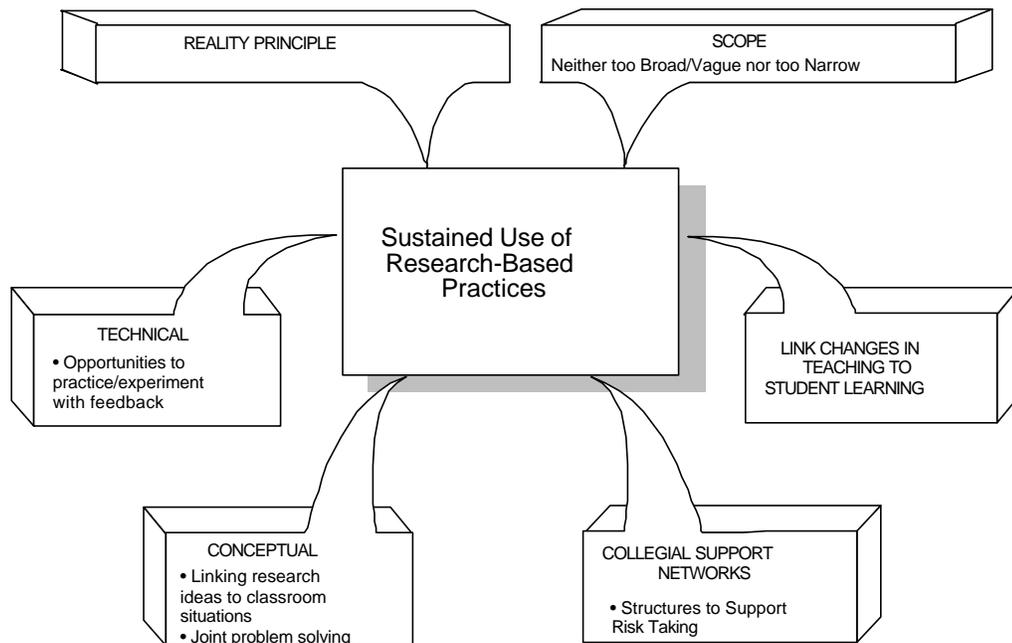
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(1986) and Smylie (1988) found that changes in teachers' beliefs and motivation often followed changes in practice rather than preceded them. In other words, if teachers discovered that a particular practice was effective with their students, then the practice enjoyed sustained implementation and teachers' beliefs were subsequently altered.

On the other hand, teachers' understandings of why they need to alter and enhance their practice (i.e. the research basis for the proposed changes) can be a powerful stimulant if explained in depth and properly (Richardson, 1990).

Figure 1 presents an overview of the research based conceptual framework we will use to guide the professional development efforts in the Washington DC project. We briefly discuss pertinent findings for each aspect of the framework in the following sections. Our framework is guided by our conception of the reality principle in professional development, first articulated by Gersten and Woodward (1990) and refined in further research by Gersten, Morvant, & Brengelman (1995).

Figure 1. Factors Leading to Sustained Use of Research-Based Practices



The Reality Principle

Many previous attempts to develop models for professional development have foundered in part because they lack *concreteness, specificity, or intensity* (McLaughlin, 1991). When inservice

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educators, for example, offer teachers vague guidelines without providing concrete examples and procedures, implementation is low and erratic, and growth in student achievement is minimal (Bereiter & Kurland, 1981; Hofmeister, 1993; Stallings, 1975). When goals are vaguely defined or unclear, research shows that many teachers experience frustration and failure (Rosenholtz, 1989).

The Dissemination Efforts Supporting School Improvements (DESSI) study of school improvement (Crandall, 1981; Huberman & Miles, 1984; Loucks & Zacchei, 1984)—one of the most extensive in history—similarly concluded that successful change efforts almost always involved concrete, usable ("classroom-friendly") remedies for instructional problems. In a recent survey of teachers who rated 30 classroom adaptations intended to facilitate integration of students with mild disabilities, the importance of "fit" and feasibility were highlighted (Schumm & Vaughn, 1991).

To be useful, research must be translated into manageable and comprehensible teaching strategies and procedures. Further, these strategies must reflect and fit within the *details of day-to-day classroom instruction*. Gersten, Woodward, & Morvant (1992) called this the *reality principle*. For example, a new methodology requiring an additional hour or two per day of teacher preparation time is unlikely to be implemented by many teachers (Duckworth & Fielding, 1985; Stevens & Driscoll, 1985). Eisner (1992) similarly noted the importance of understanding teachers' "economy of effort," and the importance of how familiar teaching repertoires help teachers economize their energy and effort.

Technical Assistance Framework

Elmore and McLaughlin's (1988) characterization of the process of educational change as "steady work" is an excellent encapsulation of a decade's worth of research. A structure and system must exist so that when teachers try out new methods of teaching, they receive regular feedback from either a peer (Pugach & Johnson, 1995) or a person knowledgeable in the new strategies or innovation (Cruickshank, 1985; Gersten et al., 1992). As Eisner (1992) noted, "One does not need to be a specialist in learning theory to know that for complex forms of human action, general advice is of limited utility. Feedback needs to be specific and focused on the actor in context" (p. 614). In other words, intense, frequent, and substantive interaction is necessary.

Conceptual Aspects of the Change Process

A meta-analysis of professional development programs by Showers, Joyce, & Bennett (1987) found that programs with a cognitive-conceptual component, along with demonstration and practice on the new teaching skills, tended to *triple* the effect of programs that merely trained teachers on new techniques. They concluded that "what the teacher thinks about teaching (practices) determines what the teacher does in the classroom" (p. 85).

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It is critical that teachers have regular opportunities to discuss the impact of new practices on student learning in a supportive, collaborative atmosphere (McLaughlin, 1990; Showers et al., 1987). McLaughlin observed that successful change efforts needed to involve individuals who provide "the ongoing and sometimes unpredictable support teachers needed" (p. 12).

As Little (1993) notes, this rethinking often represents "a substantial departure from teachers' prior experience, established beliefs, and present practice. Indeed, they hold out an image of conditions of learning for children that their teachers have themselves rarely experienced" (p. 130).

Similarly, Kennedy (1991) concluded, "We now realize that the task. . . *entails more than teaching teachers specific techniques, and more than teaching them a vision . . .* Teachers must grasp the significance of these new ideas, understand how these ideas differ from those they have held in the past, and be persuaded that these ideas are better than the ideas they had in the past" (p. 14).

For example, the American Federation of Teachers (1999) determined that its major professional development effort would be an articulation of the rich knowledge base that all teachers need to know in order to become expert reading teachers. This knowledge base was disseminated in their publication, Teaching Reading is Rocket Science (American Federation of Teachers). This will serve as a point of departure for enriching teachers' conceptual knowledge of reading instruction.

Collegial Support Networks

To build conceptual understanding of an innovation, and to apply this knowledge to their own classrooms, implementation efforts and professional development activities must include opportunities for teachers to discuss the new strategies with colleagues and to learn about their underlying concepts and intent. This type of forum for teachers allows them to discuss any problems encountered and to explore a variety of alternatives for personalizing the innovative practices.

The importance of collegial networks for sustained use of research-based practice has been increasingly emphasized in the professional development research. Little (1993) cites several benefits. These include developing "a norm of informed and steady experimentation" in teaching (i.e. opportunities to experiment with new techniques, evaluate their impact, and then refine instruction based on the data). In addition, she notes how collegial networks can increase teacher capacity by allowing teams of teachers to capitalize on joint expertise.

McLaughlin (1994) reported that many teachers not only fail to sustain effective practices but often feel fatigued by, and unable to accommodate, the challenging students in their classrooms. She noted, however, that one factor that distinguished teachers who felt overwhelmed by

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challenging students from teachers who felt they could meet the needs of challenging students was “membership in some strong professional community” (p. 33).

McLaughlin's (1993) survey research provides an insightful rationale for the important influence of collaborative teams. She notes: “Professional communities that are cohesive. . . are also settings in which teachers report energy and enthusiasm, and support for learning, a high level of commitment to teaching *all* of the students with whom they work. . . . In other words . . . the focus is on devising strategies that enable all students to prosper” (p. 94).

Link Changes in Teaching to Student Learning

One of the earliest findings from the research on innovation and change was Berman and McLaughlin's (1976) finding that a major reason teachers continued to use an innovative practice was the fact that it enhanced performance for difficult-to-teach students. In subsequent years, a small body of well-designed experimental and quasi-experimental research seemed to validate this proposition. Both Guskey (1984) and Sparks (1988) found that a critical determinant of teachers' attitudes towards staff development efforts was whether or not these new practices led to demonstrable gains in academic achievement. Both researchers found that prior attitudes to proposed change were not well correlated to sustained use, whereas attitudes often changed dramatically when teachers saw changes in their students' learning performance.

Noticeable increases in student performance can often be the turning point for teachers, leading them to a greater investment in the new techniques or innovation (Gersten, Carnine, Zoref, & Cronin, 1986; Gersten et al., 1995; Guskey, 1984).

Even when available, the impact of student performance data (e.g., CBM data) depends on whether and how teachers actually use the data (Fuchs, Fuchs, Hamlett, & Bentz, 1994; Rosenfield & Rubinson, 1985). Explicit attention to student performance data—increases in reading rate, the number of comprehension questions answered correctly, involvement during the lesson—can facilitate this process (Fuchs & Fuchs, 1986; Gersten et al., 1992). However, it is important to remember that in judging how well a lesson went, many teachers rely more on observable student behavior than on quantitative assessment data. In fact, often, teachers don't even look at curriculum-based measurement data *unless these data serve as a focus for a discussion with a consultant* (Fuchs, Fuchs, & Hamlett, 1994; Gersten et al., 1995). Thus, it appears that informal curriculum-based, or criterion-referenced, measures can enhance the process of change, but often only if a good deal of energy goes into explaining what these data mean and how they can be used to help students learn. One promising direction has been developed by Fuchs et al. (1994) who provide teachers with specific suggestions for alternate ways to teach math to special education students as part of a curriculum-based measurement system.

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Scope and Magnitude of Intended Change

It is only in the 1990s that researchers have honed in on the issue of *scope* (Kennedy, 1991; McLaughlin, 1990). One of the first of these researchers was McLaughlin, who concluded: "Planned change efforts . . . need to be sufficient in scope to challenge teachers and kindle interest, but not so ambitious that they require too much too soon" (p. 12). In other words, neither requiring wholesale, radical alterations of instructional practice nor merely tinkering with small aspects of teaching behavior are likely to result in meaningful change in teaching practice. The former ignores what is currently working for teachers and their students; effective aspects of current methods are discarded along with the ineffective ones. On the other hand, tinkering with small aspects of teaching behavior typically fails to address how teachers think about teaching, and thus assimilation is rare (McLaughlin, 1991; Showers et al., 1987). McLaughlin (1990) found that this delicate balance is a key to successful improvement efforts, and that regardless of the intensity of technical support, the scope of the intended change was a major factor determining whether or not the effort was successful.

The Status of Current Reform Efforts in the District of Columbia

The children in DC are at the center of an intense effort to reform academics, improve staff, increase accountability, add high quality programs, upgrade facilities and ensure appropriate financial resources to sustain long-term improvements. The Mayor and the City Council have demonstrated their commitment by funding programs for children, youth, and families. Under the leadership of the Chief State School Officer and DCPS' Chief Academic Officer, DCPS is becoming a standards-based system and setting the stage for substantive systemic reform. The following reforms demonstrate their commitment to improving the literacy skills of children in the District of Columbia.

Content and Performance Standards:

The DCPS reform initiatives that address the issue of improving the literacy levels of our students include the development, revision, and implementation of content and performance standards in English/Language Arts (and other core subject areas), which include the integration of technology. Under the direction of the Chief Academic Officer and in partnership with the National Center for Education and Economy (NCEE), the DCPS Office of Teaching and Learning is providing support in implementing standards-based instruction in the system. Principals, content specialists, and school-based standards specialists receive ongoing training in standards implementation.

An evaluation by the Fordham Foundation of the DC English/Language Arts Standards states that "Overall, the 1999 standards document for DC is one of the better ones in the

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country.” These standards, recently approved by the U.S. Department of Education, received an “A” rating by the Fordham Foundation (2000).

Under the direction of the Office of Accountability and a consultant for the U.S. Department of Education, the Reading/English Language Arts Content Specialists and selected teachers are writing the performance descriptors for the reading/language arts standards documents. These descriptors will describe what students at the benchmark grades of 3,5,8, and 11 must do to demonstrate their mastery of the standards.

Most importantly, the system is conducting a broad-based reading/language arts textbook adoption from pre-kindergarten to 12th grade. It is noteworthy that pre-kindergarten is to be included in the textbook adoption. The criteria guiding this process were developed by the Reading/English Language Arts content specialists in collaboration with Louisa Moats, Director of the DC NICHD Project. The criteria, described below, are gleaned from the latest scientifically-based reading research (SBRR) which details the characteristics of appropriate, effective reading texts:

- Provides a balanced integrated Reading/Language Arts English program:
 - Assists students in achieving maximal integration of language by focusing on developmental reading, writing, listening, and speaking skills
 - Provides reading strategies for improving word attack, comprehension skills, vocabulary
- The alphabetic reading/writing system includes:
 - Systematic, explicit, sequential, and logical instruction
 - Phonemic awareness in pre-K through Grade 2
 - Letter names and letter formation
 - Phonics (the spellings most often used for all the 40+ speech sounds)
 - Decoding (sounding out words using taught correspondences)
 - Word recognition strategies to include rapid word identification and the use of context to correct errors
 - Spelling patterns of English orthography at the sound, syllable, and morpheme level
 - Comprehension skills and strategies; writing skills including transcription and composition
 - Listening and speaking skills and their application.
- Sufficient pre-decodable and decodable texts are included to allow students to develop automaticity and reading fluency, including:
 - A list of books for independent reading with each lesson that matches the lesson’s topics and spans several grade levels of difficulty
 - Selections in anthologies representing high-quality literature, including informational (nonfiction) and narrative (fiction and nonfiction) genres

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- Writing assignments are varied and include narrative, description, exposition, and persuasive as integral to the lesson.
- Instructional content fosters the interaction of listening, speaking, reading, and writing.
- Rich variety of literary genres (poetry, short stories, drama, historical fiction, folk tales, novels).
- The program is standards-based and includes the reading/language arts content emphasized in DCPS' Standards for Teaching and Learning at each level: performance standards; essential concepts and skills; provisions for enrichment and acceleration; adapted to varying learning abilities.

Performance Assessment and Standards System (PASS):

DCPS will implement a new research-based performance assessment and standards system, P.A.S.S., in SY 2000-01 which includes assessments for pre-kindergarten and kindergarten students, PreKARE and KARE (Kindergarten Assessment Readiness Examination). The PreKARE and KARE assessments will measure students' concepts about print, alphabetic knowledge, phonemic awareness, dictation, knowledge, sight words, and other early literacy skills. These assessments will be used as predictors of students' subsequent success or failure in reading. Under the P.A.S.S. system, multiple assessments are used to measure how students are progressing towards DCPS standards; to provide data that help the district make informed decisions about overall student, school, and district level academic achievement; and to promote ongoing diagnosis and monitoring of students' strengths, areas of need, and achievement.

The Stanford-9 Writing Assessment will be administered for the first time this fall for grades 3 (descriptive writing) as well as grades 5, 8, and 11. This assessment will measure how students are progressing towards DCPS standards in English and composition. In addition, a customized Stanford Achievement Test is being developed for these grades. This test will align the Stanford-9 with our Standards for Teaching and Learning; items will be selected based on DCPS standards. Full implementation is scheduled for spring 2001 and will measure progress in the areas of reading, language arts, mathematics, social studies, and science.

Language minority students who are new to DCPS are assessed using the Pre-Language Assessment Scales (Pre-LAS) or the Language Assessment Scales (LAS) to determine levels of English language proficiency. Subsequently, the annual English language proficiency review includes the administration of the Pre-LAS or LAS for all non- and limited English proficient students. Additionally, every general education and bilingual/ESL teacher who serves English language learners is required to keep

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collaborative documentation in the form of a portfolio which provides evidence of the academic progress each English language learner is making. The portfolio system includes the use of the NEP/LEP Student Assessment Matrix, which is used to chart the proficiency levels of the student in reading, writing, oral/aural language, math and study skills. This alternative assessment measure is especially important for students who cannot take the SAT9 (NEP/LEP and Special Education students).

Summer and Saturday Reading Instruction:

Critical to our goal of improving student literacy skills is extended day instruction for students who do not demonstrate proficiency in reading. An example is the Summer and Saturday S.T.A.R.S. (Students and Teachers Achieving Results and Success) program. Beginning in summer 1998, the S.T.A.R.S. instructional program helps students at all grade levels to remediate and accelerate their basic reading proficiency. Major features include lessons plans developed to match standards, reading and math materials, application lessons and test taking. Training was provided for coordinators, teachers and teaching assistants to integrate the lessons with the materials and strategies to help students reach the content standards. The strengths of the program are that students receive instruction throughout the school year that is linked to their classes, in their daily school environment, and taught by the same faculty.

Comprehensive School Reform:

Over the last two years, DCPS has encouraged and supported the adoption of comprehensive school reform programs in all of its schools, including public charter schools, and particularly high-need, high-poverty schools. Under the direction of the Office of Educational Reform, schools assess their needs and make decisions about the model that best meets the needs of their school community. Comprehensive reform models are based upon reliable research and effective educational practices. They provide systematic approaches to teaching and learning designed to transform schools and raise student achievement. The goal is to provide schools with the necessary support to effectively implement a rigorous curriculum that has high standards for all children.

DCPS has provided all of its schools with the opportunity to develop collaborative, high quality school teams that will increase literacy for all children. DCPS provides schools that are identified for school improvement under Title I (and thus eligible for REA subgrants) with additional financial and human resources. To date, there are 62 schools that have adopted comprehensive school reform programs. The most often-chosen has been Success for All, a model with a strong research base and proven effectiveness in increasing reading skills. In DC schools, these models are too recently implemented to have demonstrated effectiveness, but we expect to see a significant impact in this area.

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The Beverly Dugger Statewide Even Start Family Literacy Consortium:

This statewide consortium of literacy service providers, educators, and community leaders came together in order to improve family literacy services in the District of Columbia. The consortium members represent a wide range of public service organizations, each with the goal of helping low-income families to succeed. Consortium activities are based on the four-component model described in the REA legislation that integrates adult education, early childhood education, parenting support, and interactive parent and child literacy activities. The goal of this initiative is to enhance the capacity of parents in the District to support the educational development of their children through family literacy services. To improve the quality of services and increase participation, the consortium established four objectives: 1) to develop quality performance indicators; 2) to improve project evaluations; 3) to build the capacity of local projects; and 4) to increase community awareness and support.

The D.C. Family Literacy Consortium includes the State Directors of the following Federal programs: Part A of Title I (LEA grants), Even Start (State and local directors), Migrant Education, Bilingual Education, Comprehensive School Reform Demonstration Program, Head Start, Temporary Assistance to Needy Families (TANF), and Adult Education (administered by the University of the District of Columbia). The Consortium also includes D.C. Agenda, United Planning Organization (UPO), Catholic Charities, and the D.C. Public Library, as well as parents who are participants of the projects.

The Consortium will assist LEAs and schools in designing and implementing REA subgrant projects (see page 47).

National Institute for Child Health and Development (NICHD) Early Intervention Project:

The NICHD project is a five-year, longitudinal study of the prevention of reading failure in elementary school populations of culturally and linguistically diverse students and is currently offered in nine (9) DCPS schools. The NICHD project focuses on reducing the number of students who score below basic in reading at the fourth grade level. A central premise of this project is that appropriate instruction with young children, beginning in kindergarten, will result in reading success. The project has demonstrated success, showing an average percentile score increase on the SAT9 of 24.3 percent in six months for each participating first grade class. By April, 1998, after the project had been in the schools for about six months, the percentile score of all 29 participating first grade classes had risen to the 51.3 percentile – placing them at the national average for the first grade. The project director, Louisa Moats, has conducted staff development for classroom teachers and will expand course offerings to grant recipients.

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The study design is an extension and replication of the studies that have been conducted in Houston since 1993 by the team of Dr. Barbara Foorman, Dr. Jack Fletcher, and Dr. David Francis. This team has been highly successful in carrying out complex, large-scale research in Title 1 schools. Their findings to date have been widely disseminated and discussed in the national debates about reading. In 1997, the DC NICHD project began to study the literacy development of 1,600 kindergarteners and first through fourth graders in nine elementary schools in the District of Columbia Public Schools and the Houston Independent School District. About 55 classrooms and over 100 teachers are involved in the current year. There are also three comparison schools in DCPS that are not receiving active intervention from the project until the students in the study have moved on.

The achievement gains thus far in the project have been significant overall. Some unofficial general statements of summary findings are that:

1. The average October 1997 class percentile score for first grade on the SAT9 in reading was 28.3. (1997 was the first year of the project)
2. The average April 1998 class percentile rank in reading was 52.7 for first grade students after one year of intervention. (This is the middle of the range by national norms)
3. The average class percentile score gain was 24.3 points.

Professional development that is continuous, collaborative, and tied to instructional materials has been the key to success. Classroom observations, peer mentoring, and graduate course work have all contributed to the expertise of teachers. The same knowledge and skill base must be developed in all LEAs that participate in the REI. While DCPS will not mandate the use of particular models, the DC NICHD project will serve as a model for LEAs interested in developing similar programs. Already, the project has received numerous calls from school principals interested in implementing the project in their school.

DC Child Care and Development Block Grant:

With this federal grant, the DC Office of Early Childhood Development (OECD) is working to improve the quality and availability of childcare by subsidizing care for high-need children, recruiting and training child care providers, targeting funds for Head Start and pre-kindergarten programs seeking to expand their hours of operation, and working with the DC Housing Authority to establish childcare centers and family child care homes in public housing facilities. This program provides resources and referrals to quality child care programs and educates parents about their childcare options. It is a critical part of this effort to reach out to families before their children begin school.

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The program works with the University of the District of Columbia to provide professional development opportunities for early childhood care and education providers such as the Early Childhood Leadership Institute, as well as ongoing training opportunities. UDC and OECD will assist in the professional development of staff under this grant.

DC Children and Youth Investment Partnership:

The goal of the DC Children and Youth Investment Trust Corporation is to promote systemic change that leads to a sustainable network of quality out-of-school time programs and services for children, youth, and their families throughout the District that result in stronger, healthier families. Its function is to leverage public and private funds and to disburse these funds through grants to community groups in the District that collaborate and are linked to neighborhood institutions as the vehicle for serving children, youth, and their families. This year, the City of DC committed \$15 million to support these activities. The Corporation will focus its initial efforts on early childhood development strategies for parents, out-of-school time programs for school-age children and youth entrepreneurship programs. The Corporation is in the process of conducting a grant competition to support community-wide collaborations to help improve opportunities for the city's children, youth, and their families in these three areas.

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D. District of Columbia State Leadership

1) District of Columbia Reading and Literacy Partnership (DCRLP)

Role in the Development of the State Plan

In order to ensure that Reading Excellence Act funds will be used to build the local capacity to provide, improve, or expand services that address the needs of the target population, the District of Columbia Mayor and Chief State School Officer have assembled a broad-based reading and literacy partnership from among the individuals and institutions working within the District.

Required Members:

Name	Position	Affiliation
Anthony Williams	Mayor (equivalent of Governor)	Government of the District of Columbia
Arlene Ackerman	Chief State School Officer	DCPS
Kevin Chavous	Chair, Education Committee	City Council
Elizabeth Smith	Executive Director	Southeast Academy PCS (eligible LEA)
Mary Salander	No title	Everybody Wins! DC (community-based organization)
Mary-Elizabeth Beach	State Director of Title I	DCPS, Office of Categorical Programs
Celestine Diggs-Smith	Acting Director, Head Start	DCPS, Office of Special Education
Mary Ellen Gallegos	Director	DCPS, Office of Bilingual Education
Trinette Hawkins	Director	DCPS, Office of Parent Affairs
Stanley Johnson	Director	DCPS, Office of Instructional Technology
Peggy Minnis	State Coordinator	DCPS, Even Start Program
Cheryl Parker	Director	DCPS, Office of Professional Development
Debra Frazier	Parent	DCPS, Office of Parent Affairs
Elizabeth Primas	DC Teacher of the Year	DCPS, Bowen Elementary
Marilyn Irving	Director	Howard University Even Start Program
Christie McKay	Director	Mary's Center Even Start Program
Aminyah Muhammad	Director	For Love Of Children Even Start Program
Rick Roe	Director	Georgetown University Even Start Program

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Additional Members:

K. Brisbane	Director, Adult Education	University of the District of Columbia
Eve Brooks	Executive Director	Public Charter Schools Center for Student Support Services
Linda Butler	Professional Development Specialist	DCPS, NICHD Project
Michael G. Caruso	Acting Dean, School of Professional Studies	Trinity College
Alan Chambers	Executive Director	Communities in Schools
Penny Engel	No title	Project NorthStar
Anne L. Hoover	Director of Tutoring	Kingsbury Center
Barbara Kamara	Executive Director, Office of Early Childhood Development	DC Department of Human Services
Linda McKay	Principal, Options PCS	DC Elected Board of Education
Louisa Moats	Project Director	DC NICHD Project
Sharon Morgenthaler	Assistant Director, Volunteer and Public Service Center	Georgetown University
Sylvia Sanders	Reading/Language Arts Content Specialist	DCPS, Office of Academic Services
Nelson Smith	Executive Director	DC Public Charter School Board
Connie Spinner	Executive Director	Children and Youth Investment Trust Corporation
Kate Burke Walsh	Executive Director for Programs and Specialized Services	DCPS, Division of Special Education
Duvon Winborne	Executive Director	DCPS, Office of Student Assessment

Ongoing Role in Oversight and Evaluation

The DCRLP will meet bimonthly, under the direction of the REI Coordinator, to review the status and effectiveness of current projects under REI, and, if necessary, to make recommendations for improvement or coordination of services. During the course of DCRLP oversight of funded REA programs, partnership members, who collectively represent literacy efforts in the District, will provide written recommendations to subgrant recipients in a letter produced and delivered by DCPS staff.

Members of the DCRLP will provide information and technical assistance to eligible LEAs and schools; serve as a review board to monitor the success of the projects; and meet with the REI Coordinator and LEA Coordinators to hear updates on the schools and assist in providing support

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to schools in need. Oversight will also include visits to REI school sites at least twice per year. For more details about the evaluation, see page 75.

The DCRLP will also serve as a resource for DCPS (both SEA and LEA) directors of literacy-related programs, as well as locally funded providers of literacy-related instruction, staff development, and tutoring that have become aware of REI activities through their participation in the partnership. The resulting citywide network will maximize coordination of services under REI and will enable coordination of a range of other reading and literacy services taking place throughout the District of Columbia.

2) State Activities under Reading Excellence Act

(2)(a) Management Plan

The Reading Excellence Management Team will consist of DCPS' Reading/Language Arts content specialists under the Office of Teaching and Learning, and the State-level directors of Title I, Special Education, Head Start, Bilingual Education, Even Start, and the NICHD Research Project (representatives may be designated by these individuals). See page 50 for a description of core team members. This team will also include a representative from the Executive Office of the Mayor, the DC Elected Board of Education, and the DC Public Charter School Board. The Management Team will work with the DCLRP to obtain guidance from the community and District government.

The overall goal of the DCPS Reading Excellence Initiative (REI) is to teach every child to read by the end of third grade. This will be accomplished by addressing the following objectives:

- Improve reading instruction in grades preK-3 in eligible LEAs.
- Improve instruction through high quality professional development guided by scientifically-based reading research.
- Provide children in early childhood with the skills and support they need to learn to read once they enter school.
- Provide additional support, including tutoring, to students having difficulty learning to read, including students with disabilities and limited or non-English proficiency.
- Expand the number of families participating in high quality family literacy programs such as Even Start.

As an SEA, DCPS will reach these objectives through the following activities.

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SEA Activities	Strategies	Responsible Parties	Timeline
Prepare all eligible LEAs to receive LRI and Tutorial Assistance Subgrants.	Hire Coordinator for Reading Excellence Initiative (REI) to oversee all SEA-level activities.	Management Team	October-December, 2000 (note: funds cannot be accessed before October 1)
	Conduct citywide Literacy Summit in conjunction with the Mayor's Office.	Management Team	October-November, 2000
	Provide SBRR and additional guidance to eligible LEAs developing subgrant proposals.	Management Team	October-December, 2000
	Develop and disseminate RFAs for both LRI and Tutorial Assistance competitions.	Management Team, REI Coordinator	January-February, 2001
	Conduct series of workshops for LEAs eligible for LRI and Tutorial Assistance subgrants.	Management Team, REI Coordinator, Consultants	February – March, 2001
	Conduct Model Project Orientation	Management Team, REI Coordinator	March, 2001
	For LRI competition, review early drafts from eligible LEAs.	Management Team, REI Coordinator	March, 2001
Award subgrants to eligible LEAs only for high-quality proposals.	Award subgrants through the District of Columbia Office of Grants Management and Development (DCOGMD) subgrant competition, consistent with the criteria in this proposal.	DCOGMD; REI Coordinator	April, 2001

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SEA Activities	Strategies	Responsible Parties	Timeline
Provide additional guidance and monitoring to LEAs receiving subgrants, to ensure effective implementation.	Provide ongoing staff development to LEAs receiving subgrants.	REI Coordinator, DCPS Office of Professional Development	April, 2001-ongoing
	Work with partnering institutions of higher education to provide high quality professional development opportunities.	REI Coordinator, UDC, Trinity College	
	Convene recipients annually for two-day retreat.	REI Coordinator	June, 2001; 2002; 2003
	Establish quarterly meetings of Literacy Round Table.	REI Coordinator, Office of Superintendent	August, 2001 - ongoing
	Mentor LEAs throughout implementation process.	REI Coordinator	April, 2001-ongoing
Provide ongoing support to both funded and non-funded LEAs in order to increase reading ability District-wide.	Develop detailed technical assistance plan to reach all funded LEAs, and non-funded LEAs whenever possible.	REI Coordinator, building-level Reading Coaches, NICHD “High Implementing Teachers”	January - April, 2001
	Work with pre-kindergarten, Head Start and the Even Start Family Literacy Consortium to increase families’ literacy awareness and understanding of early childhood development.	REI Coordinator, Directors of Head Start and Even Start; Even Start Consortium Coordinator	August, 2001-ongoing
	Work with the DCPS Office of Parent Affairs to provide additional outreach through Family Resource Centers.	REI Coordinator; Director of Parent Affairs	August, 2001 – ongoing

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SEA Activities	Strategies	Responsible Parties	Timeline
	Collaborate with DC Public Charter School Board and DC Elected Board of Education to provide guidance and assistance to charter schools.	REI Coordinator	August, 2001-ongoing
	Collect and disseminate research and best practices (from DC and other states) to all LEAs in the District.	REI Coordinator	August, 2001-ongoing
	Develop DCPS website for the Reading Excellence Initiative, providing research and community resources.	DCPS Division of Instructional Technology	August, 2001-ongoing
Revise elementary school certification requirements to reflect SBRR.	Convene panel to review existing certification requirements.		October-December 2000
	Compare current requirements to most recent SBRR and national standards.		January-March, 2001
	Recommend revisions based on current SBRR and national standards to DC Board of Education.		June, 2001
Evaluate implementation of the Reading Excellence Initiative in order to build capacity and replicate effective practices.	Subcontract for Evaluator for the Initiative.	Management Team	October-December, 2001

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SEA Activities	Strategies	Responsible Parties	Timeline
	Evaluate SEA and LEA efforts under this initiative, based on stated objectives and outcomes.	Program Evaluator	January, 2001 – ongoing
	Utilize data collected and evaluator recommendations under formative evaluation to make recommendations to LEAs on implementation of subgrants.	REI Coordinator, Program Evaluator	August, 2001; August, 2002
	Complete final (summative) evaluation report and disseminate findings to LEAs, Department of Education, and other interested parties.	Program Evaluator, REI Coordinator	December, 2003

(2)(b) Development of High Quality Professional Development

The DCPS Reading Excellence Initiative is a multi-faceted program designed to produce systemic improvement in literacy. Reading is one of the most difficult tasks children will have to master throughout their lives. When children do not learn to read, their general knowledge, their spelling and writing abilities and their vocabulary development suffer. Research has shown that if there is ongoing intervention at the early grades from kindergarten through third grade, this trend could be reversed. All professional development under this grant will be aligned with the research described on page 15.

The difficulty of teaching reading has clearly been understated. Teaching reading is a job for a highly skilled teacher because learning to read is a complex linguistic achievement. Snow, et. al (1998) states that the three potential stumbling blocks that are known to throw children off course on their journey to skilled reading are:

- (1) difficulty in understanding and using the alphabetic principle: that written spellings systematically represent spoken words;
- (2) failure to transfer the comprehension skills of spoken language to reading and to acquire new strategies that are specifically needed for reading comprehension; and
- (3) the absence of any motivation to read or appreciation for reading (p.4-5).

We now know through research that teaching reading requires considerable knowledge and skill acquired over several years through focused study and supervised practice (Moats, 1996). The

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challenge for DCPS is to understand and apply the findings or recommendations from scientifically-based reading research to improve reading instruction starting with pre-kindergarten.

Specifically, teachers must understand and know:

- Basic psychological processes in reading
- How children develop reading skill
- How good readers differ from poor readers.
- How the English language is structured in spoken and written form (phonemes, spelling, grammar)
- Knowledge of specific teaching strategies and techniques
- The validated principles of effective reading instruction.
- The use of assessments to inform instruction for children.
- Ways to design and deliver lessons to academically diverse learners.

The attainment of meaningful systemic change requires that all pre-kindergarten to third grade teachers become familiar with and knowledgeable of the best instructional practices validated by the latest research. Professional development for teachers, principals, reading teachers, assistants and parents should be both rewarding and beneficial, but also provide the most meaningful, research-supported instruction about teaching reading. The primary goal is to bring continuity, consistency, and comprehensiveness to teacher training, in gradual stages (Gersten).

We know that teachers must be educated to identify, read, respect, and apply the findings of research to their practice. They also must be able to carry out deliberate instruction in reading, spelling, and writing. Teachers deserve the knowledge, skills and support needed for successful classroom instruction.

During late fall/early winter 2000, all LEAs eligible for subgrants will be invited to an Early Literacy Summit (see the following section for more details) on scientifically based reading research practices presented by nationally known researchers. Participants will receive copies of the latest research documents, including *Preventing Reading Difficulties in Young Children* (Snow, et.al.), *Reading Is Rocket Science* (AFT), *Starting Out Right* (Snow, et.al.), and the recent report of the National Reading Panel.

In year one, the REI Management Team will oversee the grant training programs. This team will participate in the initial professional development programs for all instructional staff members and administration from participating schools. The Team will work with institutions of higher education including Trinity College and University of the District of Columbia (UDC) to provide ongoing support through professional development opportunities and networking for the duration of the project to build capacity for improving early reading skills through research-based

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programs, tutorials, and family literacy aligned with DCPS' content and performance standards, standards-based instruction and assessments.

(2)(c) Reading Excellence Act Subgrant Process

The District of Columbia Public Schools (DCPS), the SEA, will distribute 85% of the total funds received through a competition for Local Reading Improvement (LRI) subgrants. Approximately 10% of the total funds received will be distributed as Tutorial Assistance subgrants. The remaining 5% will be used for SEA administration to fulfill the responsibilities required by the Reading Excellence Act, i.e., evaluation, administration and dissemination of information, and technical assistance for the subgrant applicants.

The District of Columbia Office of Grants Management and Development (DCOGMD) will conduct the subgrant competition. DCOGMD will partner with DCPS and the DCLRP to provide technical assistance to all potential subgrant applicants.

Pre-Application Technical Assistance and Dissemination:

Technical assistance for potential applicants on the REA subgrant forms and review criteria will be available during the entire application process, through award notification, from DCOGMD. DCOGMD staff will also ensure that every eligible applicant for subgrant funds receives a copy of the application form not less than 45 days prior to the application deadline.

Model Project Orientation: In order to ensure that funded programs are effective and based on current research, DCPS will host two one-day professional development workshops, for eligible LEAs and schools, that showcase the three or four most effective research-based literacy programs targeted at children in grades pre-K through three. REA subgrant applications will be available at the workshops and will be available thereafter from DCOGMD. In the past, DCPS has co-sponsored several one-day "design showcases" with the Department of Education's Region III Comprehensive Center for its Comprehensive School Reform Demonstration Program. These showcases were well attended and highlighted seven different research-based models for more than 300 attendees.

This orientation will also highlight the Department of Education's *Continuum of Evidence of Effectiveness*. LEAs and schools will receive instruction on how to critically analyze the effectiveness of model programs and products. In addition, selected programs offered within the DCPS Professional Development Series will also be opened to potential applicants. The result of this involvement will be a heightened awareness of

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model programs and the application of the *Continuum of Evidence of Effectiveness*.

DC Early Literacy Summit: The Mayor and the Superintendent will coordinate this citywide event that will disseminate information about the most current scientifically-based reading research, educational best practices, new programs and products, coordination of federally-funded programs, and literacy-related funding opportunities. More importantly, this summit will focus the attention of school administrators and community leaders on ensuring that *all* DC children learn to read by the third grade. Opportunities will be provided for educators to network and discuss their experiences and concerns. A directory of literacy-related service providers will be compiled and disseminated, as well as a list of reading “master teachers” that can provide support to new teachers. Well known reading researchers will be invited as keynote speakers and presenters such as Louisa Moats, Barbara Foorman, Elfrieda Hiebert, and Reid Lyons.

The members of the DCRLP will contribute their expertise to this event, as will the Region III Comprehensive Center. A series of follow-up workshops will be held throughout the year, focusing on specific topics related to reading instruction. These events will be videotaped by DCPS’ Channel 28 and made available to those who could not attend or for later review.

Office of Parent Affairs: The DCPS Office of Parent Affairs (OPA) will provide assistance to LEAs, schools, community and parents in the implementation of the REI by hosting a series of informational meetings for parents of the targeted schools. These meetings would be presented with the purpose of outlining the intervention for parents. These meetings would provide a forum for LEAs to involve parents in the design and implementation of the REI subgrants. A second way in which OPA will assist is to make accessible the network for Family Resource Centers as a means of distributing information to parents.

Other functions of OPA include: providing training for parents, school administrators and teachers designed to increase parental involvement; keeping parents up-to-date on issues affecting their children by publication of a calendar/handbook, letters, brochures and newsletters; providing support for the Family Resource Centers located in almost all of the 146 DC public schools; hosting community meetings designed to increase parental awareness of DCPS academic policies; and sponsoring special events designed to increase awareness of the importance of parental involvement. Finally, OPA is charged with fostering relationships with community organizations, agencies and businesses in order to refer parents to these organizations. All of these resources will be used to involve parents in all aspects of the REI.

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While OPA is part of DCPS-LEA, its services related to the REI will be extended to all participating LEAs. DCPS will coordinate these efforts with the other LEAs (charter schools) that have strong parental involvement.

Overview of Applications for Local Reading Improvement (LRI) and Tutorial Assistance Subgrants:

Local Reading Improvement Subgrants under Section 2255

These grants, awarded to up to four eligible LEAs, will be used to implement a comprehensive reform effort that addresses the five REI objectives. Specific activities will vary, depending upon the particular needs of the LEA. These may include: providing professional development, hiring teachers to reduce class size, purchasing relevant curricular materials, operating tutorial programs, providing family literacy services, and providing special instruction and supports to children having difficulty reading. (For further detail, see Section E, page 53).

LRI subgrants will be made competitively to LEAs that either:

- have at least one school that is identified for school improvement under section 1116(c) of the Elementary and Secondary Education Act in the District of Columbia;
- have the largest or second largest number of children who are counted under section 1124(c) (basic grants to local education agencies) of the Elementary and Secondary Education Act, in comparison to all other local educational agencies in the District of Columbia; or
- have the highest or second highest school-age poverty rate, in comparison to all other local educational agencies in the District of Columbia.

Based on current enrollment data, four LEAs in the District of Columbia are eligible for these subgrants, serving a total of 38 eligible schools. (This will be reassessed at the time of the competition.) Eligible schools are those that either:

- are identified for school improvement under section 1116(c) of the Elementary and Secondary Education Act in the District of Columbia;
- have the largest or second largest number of children who are counted under section 1124(c) (basic grants to local education agencies) of the Elementary and Secondary Education Act, in comparison to all other schools within the LEA; or
- have the highest or second highest school-age poverty rate, in comparison to all other schools within the LEA.

DCPS will set aside \$3,600,000 for LRI subgrants. This will fund approximately 11 to 13 schools, with amounts ranging from \$200,000 to \$400,000 per school over a period of

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two years. DCPS expects that each LEA will submit a successful application, given extensive technical assistance, review of drafts, and other supports. Based on the guidelines below, each of the four LEAs may determine the number of its eligible schools for which to request grants, and the criteria for selecting those schools (see page 44). However, the LEAs differ significantly in terms of size. The table below shows the eligible LEAs and schools, if the subgrant competition were to be held today.

Eligible LEA	Number Eligible Schools	PreK-3 Enrollment in Eligible Schools	Estimated Funding Level (Over Two Years)	Estimated Number Schools Funded	Estimated Number of Students Served
DCPS-LEA	34	10,613	\$2,625,000	7-9	2,500
Edison-Friendship	2	880	\$425,000	1	440
Meridian	1	95	\$200,000	1	95
Southeast Academy	1	350	\$350,000	1	350
Total	38	11,935	\$3,600,000.00	11-13	3,385

DCPS, in discussion with the DCRLP and based on experience implementing comprehensive reform models, has determined that a minimum of \$200,000 per site (over two years) is required to effectively implement this program. This level of funding is needed to support a full or part-time Professional Development Coordinator at the LEA level (see position description page 52), in addition to hiring additional teachers, providing ongoing technical assistance, on-site evaluation, monitoring school sites, staff time for professional development, outreach to parents and community, materials development and dissemination. Above this amount, funding will be determined by enrollment size. This table will provide a suggested funding level for each school based on enrollment at the time of the subgrant application.

PreK-3 Enrollment	Estimated Number of Eligible Schools	Funding Level
0-200	5	\$200,000-250,000
201-300	14	\$250,000-\$300,000
301-400	14	\$300,000-\$350,000
401+	5	\$350,000-\$400,000

Tutorial Assistance Subgrants under Section 2256

DCPS will set aside \$400,000 over two years for Tutorial Assistance Subgrants. Since the District of Columbia is designated as an enterprise zone under part I of sub-chapter U

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of chapter 1 of the internal revenue code, any LEA within the District meets the statutory requirements for eligibility to receive Tutorial Assistance subgrants. This includes DCPS as an LEA and 34 charter school LEAs.

The DCRLP has determined that Tutorial Assistance subgrants will be awarded to LEAs that currently operate tutoring models that have demonstrated success over the prior two years. These models must be based on scientifically-based reading research and consistent with the LEA's curriculum. As required by the REA, LEAs receiving these subgrants must provide parents with multiple choices among tutorial assistance providers and programs. These choices must include a school-based program and at least one tutorial assistance program operated by a contracted provider. Consistent with the research (see page 9) LEAs should also include a peer tutoring program.

It is expected that DCPS will award 3-6 subgrants, ranging from \$40,000 to \$150,000 over two years. Amounts will be based on the number of students served and the intensity and quality of the tutoring provided. These subgrants must support the following activities:

- Developing a selection process among children identified for services, giving priority to those students most in need based on reading assessments, and randomly selecting students equally in need.
- Keeping parents informed of program quality and their children's progress.
- Ensuring participant confidentiality.

Applicants must submit a detailed plan addressing each of these three requirements. Subgrants will be determined (1) by the need of the LEA; and (2) by the criteria described below.

Services for Nonpublic Schools: Funds awarded to LEAs under these subgrants are subject to the requirements of Section 14503 of ESEA and the regulations in 34 CFR 299, Subpart E. Recipients of subgrants are required to provide educational services on an equitable basis with public school children and personnel.

Scoring and Criteria: Selection criteria will be drawn directly from the LEA Intervention strategies described in Section E (LRI) and Section F (Tutorial Assistance). Applications will be rated on the following four criteria:

1) Absolute Priority

A requirement of the DCRLP is that the content of all subgrant applications be aligned with standards set forth by the National Reading Panel (2000), the National Research Council (NRC) in *Preventing Reading Difficulties in Young Children* (Snow, et al.) and by the Learning First

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Alliance (LFA) in “Every Child Reading: an Action Plan of the Learning First Alliance.” (AFT, 1998) This rule applies to both the Local Reading Improvement and Tutorial Assistance subgrants. These standards provide a format for developing new approaches to reading instruction and a rubric against which existing programs may be measured. The standards are largely cross-referential and relate directly to reading instruction in grades Pre-K through three. In keeping with REA requirements for a scientifically-based reading research (SBRR) basis for all programs funded under REA, selection criteria based on these publications will enable reviewers to differentiate between qualifying, research-based approaches to literacy and those which do not qualify for REA funds.

2) Reading Instruction and Intervention Strategies:

Local Reading Improvement Subgrants:

For a detailed discussion of the criteria for reading instruction, intervention strategies, professional development, students with special language and literacy needs, kindergarten transition, family literacy, and parental involvement, see the following section on LEA/Local School Interventions, page 53.

Development of a Literacy Plan: Each LEA applying for funding under the LRI subgrants must submit a detailed Literacy Plan. This plan should provide specific strategies that apply to all schools within the LEA. The plan must address all five objectives of the DC Reading Excellence Initiative, and reflect the SBRR detailed in this proposal. Strategies pertaining only to LRI-eligible schools should be indicated as such.

Development of Performance Indicators and Outcomes: Each LEA applying for funds under the LRI subgrants will be required to submit a performance plan, consistent with the objectives, strategies, and outcomes outlined below, and adding responsible parties, baseline data, and *measurable* outcomes for each strategy where baseline figures are available. This may be combined with the Literacy Plan described in the preceding pages, as long as all of the required information is provided (see the following page for SEA performance indicators).

Tutorial Assistance Subgrants:

For a discussion of the criteria for Tutorial Assistance subgrants, see Section F, page 73. Applicants will also be required to develop performance indicators and outcomes for their project, and will need to demonstrate the capacity to select, monitor, and support high-quality, research-based tutorial programs.

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DC Reading Excellence Initiative Performance Plan

Objective	LEA/School Site Strategies	Outcomes
<p>Improve reading instruction in grades K-3 in eligible LEAs.</p>	<ul style="list-style-type: none"> • Participating schools will establish site-based management teams. • LEAs will provide ongoing technical assistance and guidance to participating schools. 	<ul style="list-style-type: none"> • SAT9 Reading scores will increase significantly for students in participating schools. • The reading ability of participating students will improve significantly, as measured by alternative assessments such as KARE, performance assessment for 3rd graders, dictation, and assigned oral reading. • The number of students referred to special education will decrease significantly.
<p>Improve instruction, including tutoring, through high quality professional development guided by scientifically-based reading research.</p>	<ul style="list-style-type: none"> • LEAs will provide ongoing professional development for all instructional staff in participating schools, including annual seminars/retreats exclusively for principals and reading specialists. • LEA Professional Development Coordinators will be knowledgeable about the most up-to-date SBRR. • Additional staff development will focus on assessment and identification of students with reading difficulties. • LEAs will provide incentives for teachers to enroll in graduate coursework in early childhood and elementary education. 	<ul style="list-style-type: none"> • Teachers' understanding and demonstrated classroom use of SBRR and best instructional practices will increase significantly. • Early identification and intervention for students with reading difficulties will increase significantly. • The number of teachers attaining full certification in elementary education will increase significantly.

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Objective	LEA/School Site Strategies	Outcomes
<p>Provide children in early childhood with the skills and support they need to learn to read once they enter school.</p>	<ul style="list-style-type: none"> • LEAs will provide high quality workshops and materials for early childhood education providers. • LEAs will design an outreach plan to increase families’ awareness of early literacy development and how they can be their child’s “first teacher”. • Early childhood programs receiving funds under this grant will provide workshops for parents in creating a positive literacy environment in the home. • Participating schools will coordinate services with community organizations and agencies (such as public libraries) serving preschool-aged children and families. 	<ul style="list-style-type: none"> • Early childhood education providers will demonstrate an increased understanding of SBRR–related practice. • Student performance on pre-Kindergarten assessments (pre-KARE) in areas of phonemic awareness, listening comprehension, and vocabulary knowledge will increase significantly. • Enrollment in quality preschool programs will increase significantly. • An increased number of families will demonstrate awareness of early childhood literacy development needs.
<p>Provide additional support to students having difficulty learning to read, including students with disabilities and limited or non-English proficiency.</p>	<ul style="list-style-type: none"> • LEAs will provide training in identifying students with reading disabilities, both physical and cognitive. • LEAs will evaluate daily schedules, staffing structures, resources, and materials in order to differentiate instruction to meet the needs of all students. • LEAs will provide professional development on research-based reading instruction for students experiencing difficulty reading. • Participating schools will regularly assess students to determine reading progress using formal and informal techniques. • Participating schools will provide or expand extended-hour programs providing intensive research-based reading instruction. 	<ul style="list-style-type: none"> • The SAT9 Reading Scores of students in special education and ESL programs will increase. • Teachers of ESL and special education will demonstrate increased awareness and knowledge of specific strategies for reading instruction. • The number of students incorrectly identified for special education will decrease significantly. • Consistent use of approaches and materials across grade levels to produce a continuum of programs for reading instruction. • Increased extended-hour programs will be implemented or expanded for all students with reading difficulties, including Special Education and LEP/NEP.

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Objective	LEA/School Site Strategies	Outcomes
<p>Expand the number of families participating in high quality family literacy programs.</p>	<ul style="list-style-type: none"> • Use LRI Subgrant funds to establish new programs where needed or expand services of existing programs. • Increase families’ awareness of family literacy programs and services using LEA and school site Family Resource Centers, parent workshops, and print and non-print media. • Expand families’ access to family literacy services through transportation, child care, expanded hours and locations, and other strategies. 	<ul style="list-style-type: none"> • The number of family literacy programs will increase. • The number of families served by family literacy programs will increase significantly. • The participant hours in each component of family literacy programs will increase significantly. • Children and adults participating in family literacy programs will demonstrate improved reading ability.

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3) Coordination with Existing Efforts

Activities under Reading Excellence Initiative (REI) will be coordinated with similar or related efforts, and with other appropriate community, State, and Federal resources in two ways:

1. Each REA subgrant applicant will be required to demonstrate how its proposed literacy project coordinates, supports, augments, and/or replaces existing reading reform efforts; and
2. The reading and literacy partnership will, in its oversight of funded projects, draw on its broad base of awareness and participation in existing literacy programs to identify and suggest opportunities for improved coordination of services.

REA subgrant applications under both sections 2255 and 2256 will require a demonstration of how proposed projects coordinate, support, augment and/or replace existing reading reform initiatives. All applicants for Local Reading Improvement subgrants will be required to list their current reading reform initiatives and describe the target population of each initiative. Applicants will also be required to list all professional development activities related to reading instruction and explain in narrative form how this initiative supports, augments, and/or replaces elements of the current professional development plan. All applicants for Tutorial Assistance subgrants will be required to describe in narrative form how the proposed tutorial activities will support and enhance existing reading reform initiatives, including those supported by Local Reading Improvement subgrants.

Applicants will also be asked to document any matching funds, particularly Title I, or in-kind resources that will be applied to their proposed projects as well. Examples of in-kind contributions that would impact the overall quality and capacity of proposed projects may include meeting space or installation of additional phone lines for program staff.

4) Parent and Community Involvement:

Applicants for both LRI and Tutorial subgrants must demonstrate that parents and community are involved in both the development of the subgrant application and its implementation. In particular, applicants must demonstrate that a diversity of perspectives are included in the development and implementation of literacy programs, including those of parents, teachers, business, education professionals, local libraries, and community-based organizations.

How LEAs will Select Schools:

For those LEAs serving multiple schools, the LEA must select among eligible schools based on need for literacy services. This should be determined by a combination of a) reading assessments; b) existing services; and c) poverty. Other risk factors such as parents' educational

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levels or primary language skills may also be considered. LEAs will be required to describe and justify their selection criteria in the subgrant applications. For example, an LEA might prioritize schools with the highest poverty or the lowest reading test scores. Additionally, an LEA may choose to focus on a cluster of schools in a high-need area (in DC that might be a Ward or neighborhood), or select high-need schools that cover a range of high-need areas. Finally, the LEA may choose to hold a subgrant competition among eligible schools, with need as a determining factor.

Two of the eligible LEAs are single-campus charter schools, so this will not be an issue. Another eligible LEA, the Edison-Friendship Charter School, has two eligible schools. Edison-Friendship may apply on behalf of one or both schools but will be encouraged to focus its efforts on one site. DCPS-LEA has 34 eligible schools and will be encouraged to apply on behalf of 7 to 9 schools. It is important that LEAs do not attempt to serve too many students and thus spread their resources too thin. See the chart on page 38 for further detail. LEAs submitting proposals that do not follow these guidelines, or adequately justify any divergence from those guidelines, will not be funded.

Review Process:

The review process for Reading Excellence Act subgrants will be implemented according to the rules set forth in chapter 50 of Title 1 DC Municipal Regulations (DCMR).

Subgrant Review

The District of Columbia Office of Grants Management and Development (DCOGMD) has a three-step subgrant review process. Prior to the first step, DCPS will complete and approve the Subgrant Certification Form (SCF) in which it certifies that a subgrant is authorized, and DCOGMD will finalize the attached draft subgrant application and prepare and release a Notice of Funds Availability. In addition, DCOGMD will establish a panel to review applications and make recommendations for award.

The panel will be comprised of three to six individuals in the DC education community with knowledge and expertise in the objectives of the grant and RFA, as well as in the standard administrative requirements mandated by the Reading Excellence Act. Panelists will sign affidavits that certify that they have no personal or vested interest in the organizations that submitted applications in response to the RFA.

After the review panel has completed its work, DCPS will evaluate each panelist's performance and forward that evaluation to DCOGMD for inclusion in the central registry. After the subgrant officer has received the evaluations and records of the review panel, the DCPS Superintendent will make decisions on the award and amount of each subgrant, subject to the advice of the DCRLP.

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Training of Review Panel

DCPS and the DCRLP will have the subgrant review panel trained by the Region III Comprehensive Center in the following four dimensions:

- the theoretical or research foundation for the program;
- the evaluation-based evidence of improvements in student achievement;
- the evidence of effective implementation; and
- the evidence of replicability.

Schools must provide assurances that their programs are based on research-based, effective models. A research-based model must be viewed along all four dimensions in order to be seen as an effective model. The applicant's research-based model will also be reviewed using the *Continuum of Evidence of Effectiveness* in order to ensure that only high quality models are funded.

Award and Evaluation Strategy:

To ensure that DCPS has followed the competitive process described above, DCOGMD will review each subgrant award before it can become final. If the procedures have been followed and no other review is required, DCOGMD will authorize DCPS to issue the subgrants.

DCOGMD will establish the official records of awarded subgrants and will retain these records for a total of seven years. DCPS will also maintain records of unsuccessful applications for one year from the date the RFA closed.

The final award notification letter will be sent to all applicants (successful and unsuccessful) by DCOGMD. This final award notification will identify the approved level of funding for the school application, an amount not less than \$200,000.

Role of DCRLP in the Subgrant Process

The members of the District of Columbia Reading and Literacy Partnership (DCRLP) defined the eligibility guidelines and programmatic priorities for the subgrant process under Section 2255 and 2256. DCRLP members are uniquely positioned to evaluate reading and literacy services on the basis of current research, and their individual involvement in literacy activities throughout the District of Columbia give them a broad perspective on service coordination. The DCRLP will advise on all subgrant documentation, application reviewer selection, and project funding allocations and timelines.

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(2)(d) Post-award Technical Assistance and Monitoring

Members of the DCRLP and other providers will be available to provide external technical assistance to LEAs receiving subgrants through REA. Post-award technical assistance may require the use of subgrant funds, at the determination of each LEA. The DCRLP will make recommendations of technical assistance providers upon request.

Quarterly Round Table Discussions: The Literacy Round Table will pull together a wide range of education and literacy professionals, including teachers and parents, to discuss issues, problems, needs, and successes in the implementation of the subgrants and to ensure that the conversation about literacy continues. These discussions will provide an important opportunity for literacy providers, teachers, parents, and principals to share ideas and concerns with DC policymakers in DCPS, the Mayor's Office, and the Department of Human Services.

Literacy Outreach Campaign: DCPS and the Mayor have committed local funds to provide outreach to educators, parents, and the community about the importance of early literacy development and how everyone can further this effort. The members of the DCRLP will contribute to this outreach effort through various channels. For example, the Even Start Family Literacy Consortium will be hiring an Outreach Coordinator to promote family literacy. Also, DCPS can use the services of Channel 28 and existing parent and community publications, as well as the Family Resource Centers located in most schools.

Family Literacy: The DC State Even Start Program, in conjunction with the Even Start Statewide Consortium (described on page 23) and the DCPS Office of Parent Affairs, will provide training and technical assistance for eligible LEAs in developing an effective family literacy program. In February-March, 2001, the State Director of Even Start will provide a workshop tailored to help eligible LEAs develop the family literacy component in their proposals. Throughout the year, eligible LEAs will be invited to bimonthly Even Start Project Directors' meetings. These meetings provide training and discussion on a variety of subjects, as determined by the needs and progress of the projects. Topics this year have included: the Even Start national evaluation, workforce literacy, component integration, nutrition, and the design of the new Graduate Equivalency Degree (GED) test for 2001. The Even Start Consortium will also provide technical assistance regarding the use of the family literacy performance indicators developed this year and the effective evaluation of program outcomes.

As part of the DCRLP, the four existing Even Start project directors will provide on-site coaching and assistance; these projects will be used as sites for training workshops and serve as models for the LEAs applying for subgrants. Each of the Even Start projects has

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a different emphasis and will demonstrate different approaches to providing family literacy services.

(2)(e) Use of Technology to Facilitate Program Management and Professional Development

Current technology initiatives, particularly those funded under the Department of Education's Technology Literacy Challenge Fund (TLCF) grant, support the recommendations of the National Reading Panel by providing hardware, software and training for all teachers in the use of the following tools and strategies:

Word Processing Activities - Using elementary level software tools, teachers are taught and activities are modeled to support reading and writing activities that produce student composed letters, poems, story books, reports and other reading / writing based products. Grade level reading and writing mechanics are also practiced.

Multimedia & Hypermedia - All second and third grade teachers have in their classroom multimedia computers capable of running the latest in educational software. Under the TLCF grant, these teachers received curriculum aligned software and content specific training on how to integrate various computer technologies into their classroom practice. Activities include computer aided reading activities that include student activated reading and speech options. Visually engaging programs utilizing both text and song are part of the software resources teachers have been trained in using.

For the Reading Excellence Initiative, the DCPS website will provide dissemination and links to informational sites both before and after the subgrant competitions. Before the competitions, the website will link to DCOGMD's page so that LEAs can download the Request for Applications (RFA). The website will provide up-to-date information on all technical assistance activities and other community literacy-related events. A link on the website will enable the REI Coordinator to answer e-mail questions about the competitions. Additionally, links will provide resources in the areas of adult education, parent-home connection, strategies for helping children at home with the development of pre-literacy skills, books to read to children, and frequently updated literacy research and publications. This website will build upon the efforts of the Even Start Statewide Consortium to establish such a resource. DCPS will ensure that its website is easy to use, updated regularly, and accessible for persons with disabilities. LEAs should provide strategies to ensure that teachers and families will have access to this site, through computer stations in school media centers, family resource centers, or classrooms.

(2)(f) Teacher Certification Reform

DCPS has responsibility for establishing certification requirements for all persons seeking licensure from the District of Columbia. The Office of Human Resources, Educational

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Credentialing and Standards Branch, establishes and maintains the procedures for the licensure of all educational personnel, monitors the teacher testing program, certifies external training programs, and approves teacher training programs at institutions of higher education in DC.

DCPS' current licensure requirements for elementary education have been in place since 1993. Under these requirements, teachers must have taken six (6) credit hours in Developmental Reading and Diagnostic Reading with Practicum Experience. Additionally, all teachers applying for licensure must complete a minimum of 3 semester hours in the area of curriculum and instruction with a focus on the principles of reading and writing in the content area.

These requirements will be reviewed and modified in School Year 2000-01. In October 2000 the Educational Credentialing and Standards Branch will convene a panel of professionals including DCPS content specialists, teachers, and other staff; institutions of higher education; and professional organizations. This panel will review the current certification requirements and compare them to national trends and professional recommendations.

The revised certification requirements will be based on the recently-revised standards of the National Council for Accreditation of Teacher Education (NCATE). NCATE's Program Standards for Elementary Teacher Preparation consider the standards and recommendations of national education organizations such as the International Reading Association and the National Association of Early Childhood to ensure quality teacher preparation. Their standards emphasize performance-based assessment; in other words, what teachers should know and be able to do: "Candidates know, understand, and use the major concepts, principles, theories, and research related to the development of children ... to construct learning opportunities that support individual student development, acquisition of knowledge, and motivation." Preventing Reading Difficulties (Snow, et. al.) is cited as a source for the English Language Arts standards.

The elementary education subcommittee will consider the scientifically-based reading research described in this proposal, particularly those findings by the National Reading Panel, to ensure that the new requirements improve the preparation of preK-3 teachers. Specifically, teachers must receive training that provides them with an understanding of how children develop the ability to read, including the six components described in the REA legislation.

By June of 2001, the panel will have rewritten the certification requirements and submitted them for approval to the DC Board of Education. Through this process, the District of Columbia will incorporate the recommendations of the National Reading Panel into our revised certification requirements, increasing the training and the methods of teaching reading required for certification as an elementary teacher to reflect scientifically-based research. This will drive reforms in postsecondary teacher preparation programs in DC, because those programs will need to qualify for accreditation under the new requirements.

DCPS has used its Class Size Reduction funds to increase the number of certified teachers in grades one to three, particularly in the highest poverty schools. The Educational Credentialing

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and Standards Branch also provides non-certified teachers with regular notification of what is required to obtain certification; this may include counseling and recommendations to the higher education programs that best suit the needs of each individual. Through this effort, DCPS is working to ensure a highly trained, high quality workforce.

(2)(g) Tutorial Assistance Notification Process

Because all LEAs in the District of Columbia will be eligible to apply for Tutorial Assistance subgrants, it is particularly important that we notify and support all LEAs in an equitable manner. We will do this by notifying each LEA individually, as well as the two chartering boards, and the Center for Student Support Services. We have representatives from both the D.C. Public Charter School Board and the D.C. Board of Education on the DCRLP to ensure that all LEAs have an equal chance to participate in this competition.

Consistent with REA section 2256(a)(2)(b), we will require that tutorial assistance providers and parents receive notification within 30 days of our notice to LEAs (described in the preceding paragraph). Each LEA will be required, in order to receive funds, to demonstrate in their application that public notice was provided in a manner that will reasonably reach tutorial assistance providers and interested parents. Notice must be provided in a way that reaches special-need populations such as non-English speaking parents, those with limited reading skills, and individuals with disabilities.

3) State-Level Management/Staffing

Funding under this grant will support one Reading Excellence Program Coordinator at the SEA level. This Coordinator must have the following qualifications:

- Doctoral degree or degree candidate.
- Expertise in reading research and practices.
- Expertise in program management.
- Strong leadership, communications, and organizational skills.
- Expertise in technical assistance and staff development for educators.

Priority will be given to individuals with extensive experience in teaching and/or school administration, and individuals who demonstrate experience in community and family involvement, or who have a close knowledge of the DC community.

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The Coordinator, in consultation with the Management Team, will be responsible for oversight of all aspects of planning and implementation, including the following (see the management plan on page 29 for further detail):

- Working with DCOGMD to facilitate the subgranting process.
- Monitoring LRI and Tutorial Assistance subgrant recipients.
- Oversight and support of LEA Coordinators.
- Coordination of SEA efforts with existing literacy programs.
- Coordination of professional development for subgrant recipients and other LEAs.
- Work with program evaluator to design and facilitate evaluation.

This will be a full time position, supported in an increasing amount each year by DCPS funds. In Year One, the grant will pay for \$50,600 of the salary, including benefits, which will range from \$52,938 to \$70,388 (an ET-10 position or equivalent). In Year Two, the grant will pay for \$34,500 of the salary, and in Year Three, the grant will pay for \$17,250 of the salary. At the end of the grant period, DCPS will support the full salary of this position.

The Coordinator will be housed in the Office of Teaching and Learning, under the supervision of the Chief Academic Officer. The REI Management Team will support the Coordinator in his/her responsibilities. In particular, the following DCPS personnel will support the Coordinator:

- *Sylvia Sanders, Reading Content Specialist, Office of Teaching and Learning:* Sylvia B. Sanders, Ph.D. is currently the Reading Language Arts Content Specialist in the Office of Teaching and Learning. She has written the Standards for Teaching and Learning and the Performance Descriptors for grades 3 and 5. She also teaches reading courses and trains Reading Standards Specialists from elementary schools in implementing standards in the classroom. She wrote the DCPS Action Plan for Literacy and the Language Arts Block for elementary schools. She was the writer and trainer of an innovative program, Teacher Leveraged Curriculum. This course taught elementary, middle and high school teachers to identify strategies to remediate students' weaknesses. She was instrumental in bringing Reading Recovery to DCPS in 1990 and implementing it in 28 schools. Her educational credentials include a Bachelor of Arts in Elementary Education from Fisk University in Nashville, Tennessee, Master of Arts in Curriculum and Instruction and Ph.D. in Reading from the University of Maryland. She has also served as an adjunct professor at Towson University and Howard University.
- *Peggy Minnis, Even Start State Coordinator:* Mrs. Minnis has been an educator for 32 years. She holds a BA in early childhood education and a Masters degree in reading. She is the Coordinator of Literacy for the DCPS Head Start program, the Coordinator of the Toyota Family Literacy Program (under the National Center for Family Literacy) and the State Director of Even Start Family Literacy Programs. She has taught reading in pre-kindergarten through 12th grade, taught graduate remedial reading courses at Trinity

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College; and conducted parent and teacher training in DC and the Prince George's County School System in Maryland. She enjoys a close relationship with both the National Center for Family Literacy and the National Institute for Literacy.

- *Mary Ellen Gallegos, Director, Office of Bilingual Education:* Mary Ellen Gallegos is the director of The Office of Bilingual Education, Academic Services. She has been a principal, Title I Director, Title VII Project Supervisor, Bilingual Program Supervisor, Reading Specialist, Bilingual Teacher and Classroom Teacher in her 29 years of educational experience. She has served as an adjunct professor at The George Washington University, American University, Georgetown University and George Mason University. Her educational credentials include a BA in Elementary Education from New Mexico Highlands University, Master of Arts in Bilingual Education from the University of New Mexico, and she is currently a doctoral candidate (ABD) in Educational Leadership at George Washington University. Gallegos has been a trainer and presenter at major national, state and district conferences on the role of the building administrator in providing quality programs that support successful school experiences for linguistically and culturally diverse students and their families.

Pearline Humbles, Special Assistant to the Assistant Superintendent of Categorical Programs, will act as the Project Director until the Coordinator is hired. She will facilitate the hiring process and the administration of grant funds.

Additionally, each subgrant recipient will be required to budget for a part- or full-time Program Coordinator, depending on the size and specific staffing needs of the LEA:

LRI recipients will require a Professional Development Coordinator to manage school-site LRI teams. This Coordinator must demonstrate expertise in designing and conducting training for teachers, administrators, and assistants in the effective teaching of reading. The Coordinator must have excellent writing, speaking, and organizational skills and must be knowledgeable of issues, research, and practice related to literacy. The Coordinator must also have awareness and experience with issues regarding the education of culturally and linguistically diverse students. Finally, the Coordinator must have some familiarity with identification, placement, and instruction for students in special education programs.

The responsibilities of this Coordinator will include:

- Developing and delivering high quality staff development and training programs that support the implementation of the LEA's literacy plan (including staff development for new teachers);
- Analyzing results of standardized tests and other assessments to plan appropriate staff development;
- Collaborating with local school administration;

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- Collaborating with consultants, as needed to support teachers in the implementation of reading programs;
- Conducting program implementation checks twice a year, including regular classroom observations, to ensure program compliance;
- Conducting local evaluation, coordinated with REI evaluation; and
- Acting as project liaison between LEA and DCPS.

The Coordinator will be responsible for: working with the REI Coordinator; contacting institutions of higher education regarding professional development opportunities; schedule and announce training opportunities; work with all schools funded under the subgrant to ensure participation; identify master teachers within the LEA; attend all state REI workshops, seminars, and events; and other responsibilities designated by the LEA.

Tutorial Assistance recipients will require a Tutoring Coordinator. This person will need to select and monitor tutorial assistance providers, and ensure parent awareness of tutoring options for their children. This person must have experience in developing and managing a tutorial program, and must also have expertise in reading and language development. Demonstrated experience with parent and community involvement is preferred.

Section E: Local Reading Improvement Subgrants

E. LEA/School Interventions under Local Reading Improvements Subgrants

(1) Overview: How will classroom instruction change under this grant?

The framework below is the DCPS-LEA Language Arts Blocks for grades preK-3 with time allotted for skill development and guided reading and writing small group instructional format. It is based on the DCPS-LEA Literacy Plan, developed this year. This will serve as an example to other LEAs as they develop their own plans.

Suggested Components of a Language Arts Block

PreKindergarten	Kindergarten	First Grade	Second Grade	Third Grade
30-45 minutes Literacy Block	60 minutes Literacy Block	2.5 hours Literacy Block	2.5 hours Literacy Block	2.5 hours Literacy Block
Daily explicit, systemic instruction in phonemic & phonological awareness; awareness of alphabetic principle (Torgesen, et.al. 1994)	Daily explicit systemic instruction in phonemic and phonological awareness; alphabetic principle, learning letters and sound-symbol correspondences (National Reading Panel, 2000; Cunningham, 1990; Foorman, 1998) (30-40 min.)	Daily explicit systemic instruction in phonemic and phonological awareness, alphabetic principle, knows letters and their sound-symbol correspondences by end of 1 st semester. (Cunningham, 1990; Foorman, 1998) (30-45 min.)	Instruction in all sound-symbol correspondences in a sequential, logical design (Learning First Alliance, 1998) (30-45 min.)	Instruction in all sound-symbol correspondences in a sequential logical design (Learning First Alliance, 1998) (30-45 min.)
Oral language activities	Oral language activities	Daily explicit instruction in regular spelling patterns (Moats, 1995; AFT 1999) (15 min.)	Daily explicit instruction in irregular patterns, morphology, and writing conventions	Daily explicit instruction in irregular patterns, morphology and writing conventions

Section E: Local Reading Improvement Subgrants

PreKindergarten	Kindergarten	First Grade	Second Grade	Third Grade
Daily Read-aloud by teacher (2-3 times daily) including discussions of reading & vocab development, dramatizations (National Reading Panel, 2000)	Daily Read-aloud including discussions of reading (2 times daily); vocab development; dramatizations (Nagy & Anderson, 1984)	Daily Read-aloud including discussions of reading; vocab development (Nagy & Anderson, 1984)	(Moats, 1995; AFT 1999) (15 min.) Daily Read-aloud including discussions of reading; vocab development (Nagy & Anderson, 1984)	(Moats, 1995; AFT 1999) (15 min.) Daily Read-aloud including discussions of reading; vocab development; application of comprehension strategies (Nagy & Anderson, 1984)
Word Association with known words; Contextual and definitional information (Beck & McKeown, 1991)	Word Association with known words (Beck & McKeown, 1991)	Semantic mapping, graphic organizers to show relationships (Baker, 1998)	Semantic mapping, and graphic organizers to show relationships (Baker, 1998)	Semantic mapping and graphic organizers to show relationships (Baker, 1998)
Use Language Experience Charts to provide multiple exposures to words through writing	Use LEA and Interactive Writing Charts to provide multiple exposures to words through writing	Use LEA and Interactive Writing	Write descriptive responses (DCPS Standards, 1999)	Write descriptive responses (DCPS Standards, 1999)
Use LEA charts for listening comprehension	Use LEA charts and leveled books for guided reading and vocabulary development	Provide leveled books for guided oral and silent reading and choice (Hiebert, et.al. 1998;	Provide leveled books for guided oral reading and choice (Natl. Reading Panel, 2000; Hiebert,	Provide leveled books for guided reading and choice (Snow, et.al. 1998)

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PreKindergarten	Kindergarten	First Grade	Second Grade	Third Grade
<p>Provide well-stocked library corner (fiction and non-fiction) with 8-10 books per child</p> <p>Students are read to for listening comprehension development</p> <p>Listening comprehension; Retellings</p>	<p>(Hiebert, et.al. 1998)</p> <p>Provide well-stocked library corner (fiction and non-fiction) with 8-10 books per child</p> <p>Listening comprehension; Retellings</p>	<p>Anderson, Nagy, 1991)</p> <p>Provide well-stocked library corner (fiction and non-fiction) with 8-10 books per child</p> <p>Repeated readings of favorite passages to promote fluency (Samuels, 1997; Fuchs, et.al. 1993)</p> <p>Alternate reading, (proficient & less-proficient reader)</p> <p>Focus on a few strategies to assist reading: Before, During and After reading, Think-alouds, KWL. (Ogle, 1986; Gersten, 1995; Mathes, 1998)</p>	<p>et.al. 1998; Gersten, et.al 1982)</p> <p>Provide well-stocked library corner (fiction and non-fiction) with 8-10 books per child</p> <p>Repeated readings of favorite passages to promote fluency (Samuels, 1997; Fuchs, et.al. 1993)</p> <p>Read many books by same author</p> <p>Reciprocal Teaching Strategies (summarizing, self-questioning, clarifying , monitoring comprehension webbing, graphic organizers) (Palincsar & Brown, 1984)</p>	<p>Provide well-stocked library corner (fiction and non-fiction) with 8-10 books per child</p> <p>Repeated readings of favorite passages to promote fluency (Samuels, 1997; Fuchs, et.al. 1993)</p> <p>Read many books by the same author</p> <p>Reciprocal Teaching Strategies (summarizing, self-questioning, clarifying , monitoring comprehension webbing, graphic organizers) (Palincsar & Brown, 1984)</p>

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PreKindergarten	Kindergarten	First Grade	Second Grade	Third Grade
Daily read-alouds	Daily read-alouds	Teacher modeling	Peer tutoring (Fuchs, et.al. 1997)	Peer tutoring (Fuchs, et.al. 1997; Mathes, 1998)
		Interest Inventory	Interest Inventory	Interest Inventory
Providing books on personal interests of students	Providing books on personal interests of students	Providing books on personal interests of students	Providing books on personal interests of students	Providing books on personal interests of students
		Linking reading and writing (DCPS Standards for Teaching & Learning)	Linking reading and writing (DCPS Standards for Teaching & Learning)	Developing a community of readers Student responds to the literature and relates to own life and lives of others (DCPS Standards for Teaching & Learning)

(2) Reading Instruction

Providing high-quality research-based reading instruction to all children in DCPS is the core of our Literacy Initiative. The Reading Excellence Initiative will provide the opportunity to put into practice our philosophy and application of strategies and materials to support this initiative. We must start with improving pre-kindergarten classroom instruction. Pre-kindergarten classes must provide stimulating early language stimulation and literacy learning and begin development of phonemic awareness. They should have: teachers who read aloud several times a day; book centers with on the average 8-10 books per child; experiences with concepts about print; phonemic awareness activities; and experiences that allow emergent writing skills to develop. Children should develop the sense that their emergent writing represents thought and that thought is represented by written symbols (e.g., words).

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The core of DCPS' reading instruction in the early grades is phonemic awareness, which has been found to be more highly related to learning to read than general intelligence. (Adams, 1990; Snow, et.al. 1998) As stated in the review of the research in Section C, phonemic awareness can be explicitly taught to young children. Teachers need to know the English sound system, including the consonant and vowel phonemes, their classification, and their distinguishing features. This knowledge will be useful in comparing speech sounds in other languages with the speech sounds in English so that contrasts may be made explicit for English as Second Language (ESL) students when applicable.

Pre-K Intervention:

Applicants will demonstrate the ability to:

- ◆ adopt a program of direct language development designed for and validated with 4-year old preschoolers that includes sentence, word, and syllable awareness; a rich program of vocabulary and concept development; concepts of print; and intensive exposure to, response to, and enjoyment of preschool children's literature
- ◆ provide for intensive and continuous professional development in the use of such a program, including classroom collaboration, mentoring, and observation
- ◆ develop the skills of classroom aides in expanding children's verbal output
- ◆ involve parents in home-based literacy activities that are coordinated with those of the classroom

Kindergarten Screening and Intervention

Applicants will demonstrate the ability to:

- ◆ provide each kindergarten teacher with a validated screening instrument that, if properly used, will identify children at risk of reading problems, and support decisions about instructional goals for specific groups of children
- ◆ develop each kindergarten teacher's ability to implement a validated intervention program that teaches critical pre-reading skills, including phonological awareness, letter identification, letter-sound association, blending sounds for reading simple words, segmenting words into sounds for phonetic spelling, as well as vocabulary and listening comprehension
- ◆ ensure continuous problem-solving, planning and collaboration through regular, guided team meetings to amount to approximately 45 hours during the school year
- ◆ provide intensive instruction for 45 class hours on reading research including the development of reading and spelling, the predictors of reading difficulty, the structure of the English language, the use of assessments, and the components of effective instruction

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First Grade Intervention

Applicants will demonstrate the ability to:

- ◆ adopt a research-validated program of reading instruction that includes an early-first grade emphasis on phonemic awareness, sound-symbol connections, sound blending, and other word recognition strategies and builds reading fluency within a comprehensive, balanced program that also includes vocabulary development and reading and listening comprehension strategies.
- ◆ ensure that children will be provided with adequate amounts of decodable text to practice the skills that are being taught
- ◆ provide intensive training in the program's instructional procedures before the beginning of school, to include at least 18 instructional hours
- ◆ adopt strategies for assessment that will focus teachers' attention on student achievement, including entry-level screening measures, curriculum-based measures every 6 to 8 weeks, and summative assessments of end-of-year achievement
- ◆ ensure continuous problem-solving, planning and collaboration through regular, guided team meetings to amount to approximately 45 hours during the school year
- ◆ provide intensive instruction for 45 class hours on reading research including the development of reading and spelling, the predictors of reading difficulty, the structure of the English language, the use of assessments, and the components of effective instruction
- ◆ cultivate a climate of literacy, by providing activities which increase children's motivation to read for pleasure, including well-stocked classroom libraries containing 300 books per class of a variety of genres at basic, grade-level, and advanced reading levels.

Second Grade Intervention

- ◆ adopt a research-validated program of reading instruction that includes review of sound-symbol correspondences, advanced word recognition strategies at the syllable and morpheme levels, direct and explicit teaching of comprehension skills and strategies, the writing process, basic grammar and writing conventions, patterns in English orthography (spelling), and appreciation of informational, narrative, and poetic texts
- ◆ ensure that children will be provided with generous amounts of reading material and incentives to read widely, at least a book per week or 30 books per year
- ◆ deliberately enrich children's exposure to the language of books through reading aloud at higher levels of comprehension
- ◆ provide intensive training in the program's instructional procedures before the beginning of school, to include at least 18 instructional hours

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- ◆ adopt strategies for assessment that will focus teachers' attention on student achievement, including entry-level screening measures, curriculum-based measures every 8 to 10 weeks, and summative assessments of end-of-year achievement word reading, passage reading, reading fluency, spelling, and comprehension
- ◆ ensure continuous problem-solving, planning and collaboration through regular, guided team meetings to amount to approximately 45 hours during the school year
- ◆ provide intensive instruction for 45 class hours on reading research including the development of reading and spelling, the predictors of reading difficulty, the structure of the English language, the use of assessments, and the components of effective instruction
- ◆ cultivate a climate of literacy, by providing activities that increase children's motivation to read for pleasure, including well-stocked classroom libraries containing 300 books per class of a variety of genres at basic, grade-level, and advanced reading levels.

Third Grade Intervention

- ◆ adopt a research-validated program of reading instruction that includes review of basic reading skills for those who need it; advanced word recognition strategies at the syllable and morpheme levels, building of oral reading fluency, direct and explicit teaching of comprehension skills and strategies, the writing process, more advanced grammar and writing conventions, patterns in English orthography (spelling), vocabulary development, and appreciation of text structure and author's style
- ◆ ensure that children will be provided with generous amounts of reading material and incentives to read widely, at least a book per week or 30 books per year
- ◆ deliberately enrich children's exposure to the language of books through reading aloud at higher levels of comprehension, book clubs, taped books, and author readings
- ◆ provide intensive training in the program's instructional procedures before the beginning of school, to include at least 18 instructional hours, that will include every teacher
- ◆ adopt strategies for assessment that will focus teachers' attention on student achievement, including entry-level screening measures, curriculum-based measures every 8 to 10 weeks, and summative assessments of end-of-year achievement that include measures of word reading, passage reading, reading fluency, spelling, and comprehension and providing students with experiences to discuss and interpret the book
- ◆ ensure continuous problem-solving, planning and collaboration through regular, guided team meetings to amount to approximately 45 hours during the school year
- ◆ provide intensive instruction for 45 class hours on reading research including the development of reading and spelling, the nature of reading difficulty, the improvement of reading fluency and its relationship with comprehension, the structure of the English language, the use of assessments, and the integration of all components of a reading lesson

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- ◆ cultivate a climate of literacy, by providing activities that increase children's motivation to read for pleasure, including well-stocked classroom libraries containing 300 books per class of a variety of genres at basic, grade-level, and advanced reading levels.

Principals:

Applicants must demonstrate that principals will:

- ◆ participate in training on program implementation
- ◆ receive coaching on how to increase commitment of teaching staff and decrease resistance
- ◆ use teacher evaluation techniques that will improve implementation
- ◆ design and support intensive intervention for teachers who are non-compliant or low implementers
- ◆ maintain a school-wide focus on student learning
- ◆ commit resources for libraries, technology, consumable materials, support staff to the extent they are able
- ◆ organize the school schedule to minimize disruptions and maximize purposeful instruction, to include a 2.5 hour daily time commitment to reading, writing, and literacy instruction

(3) Professional Development

Professional Development should contain the following components adopted from the California Initiative document, (1997) *A Blueprint for Professional Development: For Teachers of Early Reading Instruction*:

1. All teachers of early reading need professional development to become effective with diverse learners.
2. Professional development should involve a focused study of substantive topics pertaining to specific components of reading and should include coaching in classroom application.
3. Examples used in professional development should include material actually used in classrooms; e.g. the adopted reading program.
4. Professional Development should involve long-term collaborative planning and promote long term in-depth, sustained learning activities that include a variety of strategies so teachers can apply what they have learned.
5. Professional development must ensure that teachers have the requisite preparation, materials, and supervisory support to change their teaching practice and are able to demonstrate successful practices with children.

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6. Professional developers must be proficient and accountable for teaching knowledge, practices and skills that translate in effective classroom instructional practices.
7. Successful plans should include self-evaluation and collaborative self-evaluation of teacher's present knowledge and skills in relation to these designated components of instruction.
8. The professional developers should have considerable content knowledge and experience applying it. Knowledge must be beyond the implementation of a particular commercial program.

Each LEA applicant must include funding for a Professional Development/Reading Specialist (or demonstrate that the LEA already has one who can be committed to this program). This Specialist will be trained to provide scientifically-based reading research training and supervision to grant funded schools. The Specialist will provide support to the instructional staffs at the grant-funded schools. The Specialist will also lead teachers in monthly meetings where current research is discussed, videotapes of teachers discussed and teachers engage in reflection of their own teaching practice.

In year one, in order to successfully ensure that transitions and coordination exist among and between the many components of the REA grant, school management teams are recommended. These teams will consist of the principal, classroom teacher(s), reading teacher or reading coach, librarian, technology coordinator, and representatives from each special program within the school (Title 1 Coordinator, Special Education, ESL, and Parents). Team training will include discussions on how children learn to read and write, as well as the instructional implications of the research. This model allows common goals and understandings to be built for the following purposes:

1. To oversee program coordination and implementation of the grant.
2. To participate in the decisions regarding professional development for teachers and other instructional staff.
3. To oversee program evaluation instruments, data collection, and review progress of all children.
4. To support, promote and coordinate in-school and public library programs that provide access to engaging reading materials and instructional technology.
5. To provide parent information on professional development programs for improving teacher qualifications in reading.

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6. To ensure reading instruction is provided for children at risk of being referred to special education or who had been evaluated and were not identified as having a disability.

This team will meet regularly during the first year of implementation to discuss, share and resolve all the complexities of the grant components. As a first step, each school team or teams will establish a course or series of workshops to aid in sharing knowledge and building understanding of the role each participant plays in ensuring all children will learn to read. The primary goal of these courses or workshops will be to provide knowledge in the critical components of reading, as defined by the REA (see page 4).

This course or series of workshops should be year-long and provide a minimum of 100 hours of instruction for all stakeholders in the schools. The instructional staff of the course would consist of the Professional Development Coordinator, visiting professors, instructional technology specialists, trained reading coaches and teacher mentors.

Professional Development Guidelines for LEAs:

The goal of the Reading Excellence Initiative is to enable all children to reach achievement levels that are on or above grade level by the end of the third grade. The framework below lays out the professional development that each LEA should implement to achieve the objectives of the Reading Excellence Initiative. The theoretical and research grounding of the framework is based on the work of the National Research Council's (1998) *Preventing Reading Difficulties in Young Children* and the National Reading Panel's 2000 report. These resources lay out the research base that supports the objectives of the DCPS REA Conceptual Framework.

Year One will focus on LEAs' awareness of the scientifically-based reading research for each of the five objectives. Below, the activities for each objective are described in detail for years two and three.

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Objective One	Professional Development Activities	Resources	Outcomes
Improving reading instruction in grades Pre-Kindergarten through third.	<ul style="list-style-type: none"> • Three-day Summer Institutes on components of effective instruction and reading research. • Two 45 Hour graduate courses: one on phonological and alphabetic skills and one on vocabulary and comprehension. • Continuous, intensive, well supervised and appropriately planned staff development on early reading instruction for all classroom teachers, para- professionals staff, and volunteers (50 hours per year for each staff member). • Inter and Intra classroom visitation of high implementing teachers. • Inter-classroom observations of teachers and grade level peer coaching • Staff development and follow-up use of assessments to identify early reading difficulties. • Monthly seminar for principals and administrators. 	<ul style="list-style-type: none"> • All instructional personnel • Expert Consultants • Parents • Title I • Special Education Staff • ESL Staff • Local & school libraries • Reading Coaches • Change Facilitators • University faculty • Tutorial services • Exemplary preK-3 programs (NICHD schools) • Classroom libraries • AFT Professional Development Course • Community based Literacy programs 	<ul style="list-style-type: none"> • Classroom use of scientifically based research strategies and programs. • Improvement of student scores on Stanford 9 Achievement test • Improved student performance on curriculum-specific and informal measures of reading skill. • Decrease in number of children referred or recommended for retention. • Decrease in the number of students referred to special education testing or services.
Objective Two	Professional Development Activities	Resources	Outcomes
Provide children in early childhood with	<ul style="list-style-type: none"> • Increased enrollment and participation of children in early childhood programs • Assessment training of early reading 	<ul style="list-style-type: none"> • Parents • Parent Resource Centers • Pre-Kindergarten 	<ul style="list-style-type: none"> • Increased enrollment in quality preschools • Increase in student

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<p>the skills and support they need to learn to read once they enter school.</p>	<p>indicators for all pre-school teachers.</p> <ul style="list-style-type: none"> • Ongoing training for early childhood educators in phonemic awareness, listening comprehension, etc. • Regularly scheduled coordination meetings between early childhood providers and school staff. • Development of a series of workshops for teachers, parents and caregivers. • Coordination with existing early childhood education opportunities such as Head Start and Even Start 	<p>Teachers</p> <ul style="list-style-type: none"> • Head Start Teachers • Day Care Providers • PTA • Even Start • Title 1 • Child Care Providers • District Staff • Pre-School Special Education • Early Childhood Educators 	<p>performance on pre-kindergarten assessments</p> <ul style="list-style-type: none"> • Increased use of scientifically-based reading research by early childhood educators • Increase in active parent involvement with their children in literacy activities
<p>Objective Three</p>	<p>Professional Development</p>	<p>Resources</p>	<p>Outcomes</p>
<p>Provide enhanced reading instruction for LEP/NEP students and students with reading disabilities.</p>	<ul style="list-style-type: none"> • Ongoing training for all school staff on appropriate identification, assessment and placement procedures for special education and ESL programs. • Ongoing training for all staff serving LEP/NEP students on effective instructional strategies, second-language acquisition, literacy development for English language-learners, cultural awareness and sensitivity, native-language instruction, and appropriate assessment programs. • School-based training through institutes, study groups, and graduate credit bearing courses on teaching reading to English 	<ul style="list-style-type: none"> • Bilingual/ESL Teachers • Bilingual Educational Aides • Office of Bilingual Education (OBE) Staff • OBE Resource Center • Local University Consultants • Local Community Based Organizations and Advocacy Groups 	<ul style="list-style-type: none"> • Classroom use of appropriate instructional strategies designed to address literacy needs of English Language Learners. • Increased academic achievement and English language development of English Language Learners. • Increased student performance as measured by evidence included in

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	<p>language learners.</p> <ul style="list-style-type: none"> • Regularly scheduled collaborative planning among all bilingual/ESL staff and special education staff on effective inclusionary practices. 		<p>individual student portfolios.</p> <ul style="list-style-type: none"> • Increased sensitivity, understanding, knowledge and skills of staff regarding multicultural education.
Objective Four	Professional Development	Resources	Outcomes
<p>Improve instruction, including tutoring through high quality professional development guided by scientifically-based reading research</p>	<ul style="list-style-type: none"> • Provide ongoing, daily, explicit, systematic instruction in phonemic awareness, phonics, letter formation, and sound/symbol correspondences to all staff in a 45- hour graduate course and follow-up workshops and seminars. • Provide ongoing, explicit, instruction in word recognition, vocabulary development, spelling, fluency and comprehension to all instructional staff in a 45 hour graduate course, and in sequential and logically designed set of workshops, and seminars. • Provide extensive training in tutoring based on scientifically-based tutoring programs for instructional support staff, parents, community volunteers and teachers. • Provide ongoing explicit training and instructions on teacher assessments used to measure student progress and effective program implementation. • Develop and implement teacher knowledge surveys, observation surveys, and parent 	<ul style="list-style-type: none"> • External Reading Consultants • Researchers in the field of Reading • NICHD High Implementing Schools and Teachers • Reading Specialist • Reading Coaches • School Staff • Categorical Program Administration and Funds • Professional Readings, Books, and Reports on latest and current research. • Reading Monitors • Reading Publisher Consultants. • Content Standards 	<ul style="list-style-type: none"> • An observable increase in instructional staff's use of scientifically-based reading strategies and best practices. • Overall improvement of student achievement on Stanford 9 Achievement Test and other curriculum specific and informal assessments. • Increase of early identification and intervention for students not achieving. • Exiting of students from Tutorials based on achievement gains in reading.

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	questionnaires for feedback to monitor and assist with the improvement of instructional program support and strategies.	<ul style="list-style-type: none"> Professional Development District Staff 	
Objective Five	Professional Development	Resources	Outcomes
Expand the number of families participating in high quality family literacy programs	<ul style="list-style-type: none"> Provide staff development for family literacy providers on research strategies for adult literacy, early childhood literacy, and adult learning. Coordinate inclusion in even start sponsored activities. Coordination of local resources for Adult Education and Literacy, language acquisition programs and early childhood education centers. Facilitate access of families to core programs components through the provision of transportation services, day cares, home - based services such as home schooling, and other year round services available. Develop school based parent resource libraries. Provide Literacy Kits for parent trainings. Local school training workshops for families on early literacy activities 	<ul style="list-style-type: none"> Local Early Childhood Providers. Even Start Head Start Title 1 Local school Staff District Staff Local Libraries Community Based Organizations National Institute For Literacy DC America Reads Program Adult Education Programs Weighted School Formula School-wide Plans. PTA Reading Is Fundamental Program (R.I.F.) 	<ul style="list-style-type: none"> Increase in the number of high quality family literacy programs. Increased number of hours parents spend in literacy-focused parenting courses. Increase in the number of hours parents and children participate in structured literacy-based interactions. Increased number of parents taking courses for future educational degrees. Improved school-age performance on the Kindergarten pre-assessment, informal measures of reading skill and achievement of reading benchmarks and standards. Improved performance of pre-school children in oral language development and reading readiness skills.

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(4) Instruction for English language learners:

Applicants must demonstrate their ability to meet the literacy needs of limited and non-English proficient (LEP/NEP) children by including the following:

- ◆ Teachers will provide literacy and content instruction for students in their native language, when possible, while they are learning English. Students who come to school with a home language other than English learn more from programs in which their native language is one of the languages of instruction (Hakuta & García, 1989). By continuing to learn subject content in their native language, such students do not fall behind in their academic subjects while acquiring English (Chamot & O'Malley, 1994). They continue to develop cognitively and acquire reading skills that will later be transferred to English. Once they have learned the vocabulary in English, they can comprehend what they decode.
- ◆ In multilingual schools that are too linguistically diverse to form bilingual classrooms, teachers further the learning of English for students who are proficient in languages other than English by teaching content-embedded English as a second language and by using sheltered English strategies (Cummins, 1986). The sheltered English strategy makes the learning of subject matter simple and comprehensible. Visuals are used as referents for vocabulary; language is simplified. Grammatical structures are presented sequentially, and vocabulary is presented in reasonable quantities. Teachers provide many examples and hands-on activities, so students can comprehend abstract as well as concrete instructional materials.
- ◆ Teachers organize classrooms into flexible, heterogeneous, cooperative learning groups composed of native and non-native speakers of English in order to give English language learners opportunities to practice English in problem-solving situations (Cummins, 1986; García, 1991; Slavin, 1986).
- ◆ Teachers use cross-age and peer tutoring to engage native English-speaking and English language learners in conversations that lead to enhanced literacy and language acquisition. For many students whose culture emphasizes the care of younger children by older siblings, teachers have a foundation on which to build cross-age peer tutoring in school. Research shows that learning is enhanced both for those who are tutored and for the tutors themselves (Moll, Diaz, Estrada & Lopez).
- ◆ Teachers respect community language norms and each student's language by not preventing bilingual students from alternating between English and their native language while they work together. The most important consideration is that communication be accomplished. In many bilingual populations, language alternating is frequently used for more effective communication (Carter & Chatfield, 1986; Duran, 1981; Huerta-Macias, A. and E. Quintero, 1992).

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- ◆ Teachers integrate the learning of subject matter and the learning of a second language by providing learning opportunities related to a theme. English language learners can learn content with greater comprehension if their learning is interdisciplinary (Pease-Alvarez, García, & Espinosa, 1991). Thematic approaches enhance learning and comprehension because the new learning is incremental and added to a theme that the students already understand. Having a base vocabulary related to the theme enables students to have a context in which to fit new learning from the various disciplines. Vocabulary is then reinforced by its use in different subject contexts (Krashen, 1982).
- ◆ Teachers know that even with all the effort and work that is undertaken in the classroom, nothing is complete without the professional commitment to work with parents and families. From the very beginning, teachers must build rapport with parents (Arvizu, 1992). Once the teacher has achieved a relationship with parents, their support and advice is invaluable (Banks, 1993). Understanding the parents' language is critical if one is to achieve the kind of relationship where sharing and dialogue occur. There needs to be a feeling of openness and care in order to engage parents.

(5) Identification and instruction of children with special language and literacy needs:

To reduce the number of students identified for special education because of difficulty reading, each applicant for an LRI subgrant must:

- ◆ Provide clear processes for identifying young children who are at risk for reading failure, including documentation of the Teacher Assistance Team (TAT) process prior to referral for special education.
- ◆ Provide a plan to train teachers:
 - ◆ In recent research-derived language acquisition and reading skills known to be essential for successful reading in the early grades.
 - ◆ To identify expected language and reading milestones within age ranges.
 - ◆ To learn strategies for making accommodations and modifications of specific instructional practices and materials to meet the needs of special students.
- ◆ Develop a plan to integrate individualized learning strategies into classroom reading instruction.
- ◆ Demonstrate the ability and willingness to accommodate students with physical impairments including: low vision, blindness, hearing impaired, speech and language impaired. Schools will seek and utilize resources to support physically disabled students.

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- ◆ Pair general education teachers and special education teachers to deliver instruction in order to make the curriculum available to all students.
- ◆ Commit time in the daily schedule for instruction in research-proven strategies such as phonics and guided reading along with resources for additional adults in the classroom for instructional support.
- ◆ Use alternative assessment strategies that are criterion referenced and show individual growth such as portfolios, performances, and demonstrations.
- ◆ Maintain data on improvements over time showing growth by individual, class, grade level, and school.

(6) Supporting Activities:

Extended Learning

LEAs receiving LRI subgrants are required to provide additional supports for children in grades K-3 who are experiencing difficulty reading, through extended hour programs. These programs may occur before school, after school, on weekends, during noninstructional periods of the school day, and/or during the summer (applicants should explain how this will be coordinated or built into existing extended-learning programs such as Summer and Saturday S.T.A.R.S.). Programs must use supervised individuals such as tutors who have been appropriately trained using scientifically-based research.

Based on the recommendations in *Preventing Reading Difficulties*, LEAs must show that:

- Additional instructional services in supplementary reading programs will be provided in the first grade.
- Instruction will be provided by a well-qualified reading specialist who has demonstrated the ability to produce high levels of student achievement in reading (or tutors supervised by a specialist).
- Materials and instructional techniques will be provided that are well integrated with ongoing excellent classroom instruction and DCPS content standards.
- Instruction will be provided one-on-one whenever possible, or in small groups if resources are limited.

LEAs should describe existing extended learning programs, such as the TANF Aftercare program, and how LRI funds will be coordinated with those programs. Where an extended

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learning program is already in place, the LEA must ensure that services are targeted to students in grades K-3 who are having difficulty reading and that such services are research- and standards-based.

Kindergarten Transition

To support those kindergarten students who need additional support in learning to read effectively in first grade, several strategies will occur to facilitate their improvement:

All schools funded by REA subgrants will be required to develop and implement a comprehensive reading plan for students struggling with early literacy. All pre-kindergarten and kindergarten students will be assessed with a criterion-referenced test that assesses four emergent literacy skills: (1) phonological awareness, (2) alphabetic knowledge, (3) concepts about print, and (4) comprehension and vocabulary at four points during the year to assess their progress in these areas that directly relates to their ability to become proficient readers by first grade.

The first line of intervention will begin in pre-kindergarten for those identified as struggling with early literacy. Additional support must be provided to pre-kindergarten and kindergarten students, through extra instructional time with one-on-one assistance from teacher, volunteers, or instructional aides; parents in the classroom to assist their child, and strategies taught to parents to use at home.

The lowest 30 percent of spring kindergarten students must be identified for extra support through a summer program and/or placement in a transition program, e.g., a K-1st transition classroom in the fall.

The selected reading intervention must use SBRR strategies that support literacy development and reinforce classroom instruction, thereby ensuring that these identified students are not retained, but are provided focused time and additional instructional support, before school, after school, and on weekends. Paraprofessional staff and volunteers working with children must be trained with knowledge and skills to augment classroom instruction using SBRR programs.

The assessment of phonological awareness skills and related abilities during the first three years of schooling (pre-K through 1st grade) supports our philosophy of identifying students needing intervention before they leave first grade.

Parental Involvement

Parental involvement is an important component of the DCPS Reading Excellence Initiative. (Note that the use of the term “parent” throughout this document includes traditional and non-

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traditional guardians, including grandparents and foster parents). We know from numerous studies that parental participation in schooling improves student learning. In particular, research demonstrates that parental and community involvement plays a significant role in increasing student engagement and motivation to read (Hiebert et al., 1998).

LEAs applying for subgrants under this program will be required to describe strategies to involve parents in the literacy development and academic achievement of children in grades K-3. These strategies should:

- coordinate with existing programs involving parents;
- involve direct parent representation at the school level; and
- address the specific needs of the parents to be served.

Parental involvement strategies should emphasize training parents on how to help their children with the development of reading skills. For example, Saturday and evening sessions might be provided with workshops on different literacy skills, based on an assessment of each child's strengths and weaknesses. Training should be ongoing and supplemented throughout the year by school events, home visits, parent-teacher conferences, and other activities. All training must be consistent with scientifically-based reading research.

Family Literacy

Because the single greatest predictor of a child's academic success is the educational level of the parents, family literacy services play a critical role in the effort to teach all children to read. LEAs will be required to describe family literacy activities based on the four-component model required by the Reading Excellence Act, which integrates adult education, early childhood education, parenting support, and quality parent and child time (PACT). This integration of services is critical because it addresses the barriers that low-income families face in breaking the cycle of poverty. Through these services, parents learn new ways of interacting with their children, and they learn about the importance of showing a child that reading can be a pleasure and not an obstacle.

Each LEA must provide family literacy services that:

- Provide high-quality, literacy focused preschool experiences;
- Encourage literacy-rich home environments and frequent positive parent-child interactions;
- Foster parent beliefs and behaviors that support language and literacy; and
- Provide adult education that improves parents' literacy skills.

LEAs will be strongly encouraged to consider the additional characteristics of the Even Start model:

- Services are provided for children from birth to age 7;
- Services include some home-based instruction;

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- Services are targeted for families most in need, as determined by income and literacy levels; and
- Services are provided year-round.

LEAs must demonstrate that services will be provided in a comprehensive manner with the goal of enabling parents to become their child's first and most important teacher. LEA proposals must address specific barriers to parent participation based on the needs of the community to be served, such as language and transportation, and how those barriers will be overcome. Proposals should demonstrate that appropriate support services will be included and that services will be both *comprehensive* and *intensive* – the national evaluation of Even Start has shown that the more services are offered, the more families participate, and that greater hours of participation result in greater outcomes. For example, the evaluation shows greater outcomes for parents and children where parents spent 20 hours or more per month in parenting education.

The Even Start Statewide Family Literacy Consortium is in the process of developing performance indicators for use by all family literacy projects in the District, specifically Even Start projects. These will be developed and approved by August 2000 and will be used to guide the LRI subgrant criteria for family literacy services.

LEAs may wish to use the existing Even Start projects as a model or use LRI subgrants to expand the services of existing projects. DCPS will provide extensive information and support, including any evaluation data, but will not advocate any specific project. The Even Start Family Literacy Consortium will provide assistance to all LEAs implementing family literacy programs.

Use of Technology

According to the National Reading Panel, it is difficult to determine how technology can be used most effectively in reading instruction, because it cannot be studied independently of instruction and is not an instructional method. However, the Panel's report indicates that computer technology *can* be used effectively for reading instruction.

The role of instructional technology (IT) (multimedia computers, Instructional Television Fixed Services, Distance Learning) in classrooms has always been to support, not supplant, the role of the teacher. They are additional tools to be used transparently in helping all children achieve. Though they do require some specialized skill and additional training on the part of the teacher on how to integrate these tools and resources effectively into classroom practice, they can never replace a teacher.

Mere technology mastery is not the goal, but the effective use of IT to support student learning and mastery is. To that end, several strategies have been identified that help support student learning with reading. These strategies up until very recently were limited due to computer capability, Internet access speed, and limited broadcast media program offerings. Now, however,

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with multimedia computers becoming more cost effective, and the convergence of voice, data and video at the computer desktop, computers can be used for supporting instructional reading tasks. A review of the National Reading Panel research has revealed the following important features that need to be considered to support any reading initiative that will use technology:

Word Processing - Because writing is such a large part of reading instruction, word processing is an important component to be considered. The National Reading Panel indicated that word processing has many benefits for the development of writing skills. It allows the learner to engage in activities that are similar in execution and outcome to "process writing" exercises.

Multimedia Tools - Students appear to benefit from the addition of multimedia (sound, voice & data/content) instruction as part of their normal instructional activities. One technology based capacity that has the potential for great impact on reading is the addition of speech (to read a scripted passage or have a student generate one). This includes both computer generated and computer delivered speech.

Hypertext and Hypermedia - Offer readers the capacity to control certain aspects of their reading process. Having the capacity to immediately have text read or words defined helps to engage the learner in the reading process. Hypermedia can support expanded Internet use by having triggers or "links" to additional on-line resources to help foster further understanding of topics being read. These on-line resources can provide content-specific information as well as video, graphic and text-based reinforcement.

DCPS will provide LEAs with more information and recommendations for specific technology resources proven to improve early literacy published by the U.S. Department of Education.

Coordination with Related Programs

The Reading Excellence Act requires that LEAs receiving LRI subgrants provide "coordination of reading, library, and literacy programs within the LEA to avoid duplication and increase the effectiveness of reading, library, and literacy activities."

As described on page 44, each LEA will be required to describe existing programs in the areas of reading instruction, class size, professional development, extended learning, family literacy, parent involvement, and instructional technology. LRI funds must support, and not supplant, those existing efforts. Technical assistance provided by DCPS program directors will include detailed information about how federal and local funds can be used to support LEAs' literacy plans.

Section F: Tutorial Assistance Subgrants

F. LEA Activities under Tutorial Assistance Subgrants

Overview: DCPS expects to award between three and six Tutorial Assistance Subgrants. These subgrants will be awarded over a two-year project period for the purpose of providing tutorial assistance to children having difficulty in reading, either before or after school, on weekends, or during the summer. These subgrants will provide the intensive, individualized instruction that is so critical to students experiencing difficulty reading, and will also produce models of tutoring programs that can be replicated throughout DC.

While the research on effective tutoring practices is limited, program evaluations have demonstrated that one-to-one tutoring with a reading specialist is most effective. However, this is, in most cases, beyond the financial capacity of schools. Darrell Morris, Professor of Education at Appalachian University, presents two alternatives: small group instruction with a reading teacher and the use of supervised volunteer tutors. Either model will be acceptable under these subgrants. If volunteer tutors are used, they must have close, ongoing supervision by a reading specialist; regular assessment of each child's reading level; and carefully planned lessons. Tutoring lessons should include guided reading at the child's instructional level, word study, easy reading, and reading aloud to the child (Morris, 2000).

According to the Corporation for National Service, effective practices in tutoring include:

- Use of research-based elements to produce reading achievement;
- Well-structured tutoring sessions in which the content and delivery of instruction are carefully planned;
- Close coordination with schools, school administration, and the classroom and/or reading teacher;
- Intensive and ongoing training and supervision for tutors;
- Frequent and regular tutoring sessions;
- Careful evaluation, assessment, monitoring, and reinforcement of progress;
- Access to training and technical assistance resources; and
- Engendering positive, caring relationships among students, staff, and tutors.

Criteria for Determining Eligibility: Unlike the LRI subgrants, all LEAs within the District of Columbia are eligible to apply for Tutorial Assistance subgrants. This is because the entire District is designated an Enterprise Community. (For details about the subgrant process, see page 38.) For the same reason, all schools are eligible to receive services.

Organizing & Monitoring Multiple Providers: LEA applications must include a description of how multiple providers will be selected and monitored. Under Section 2256(b) of the REA, these criteria must include 1) a record of effectiveness with respect to reading readiness, reading instruction for children in kindergarten through 3rd grade, and early childhood literacy, as appropriate; 2) location in a geographic area convenient to the school or schools attended by the

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children receiving services; and 3) the ability to provide tutoring in reading to children who have difficulty reading, using instructional practices based on SBRR and consistent with the reading instructional methods and content used by the school the child attends. LEAs receiving funds must include a school-based program as well as at least one independent provider under contract to the LEA. LEAs should also implement or expand at least one peer tutoring model, as described by the research on page 9.

LEAs receiving funds will be responsible for monitoring the progress and outcomes of all tutorial assistance providers. This information must be collected and distributed to parents annually, during the spring and summer, so that parents can make an informed decision before the start of the new school year. The LEA may recommend a specific provider, based on the needs of the child, in a case where a parent asks for assistance in making such a decision.

Process for Selecting Children: Tutorial assistance providers will be expected to describe their process for selecting participants. This process must include consideration based on the need for tutorial assistance. Need for tutorial assistance must be determined by assessment and by criteria that are known indicators of reading difficulties, such as education level of parents, poverty, limited English proficiency; children suffering from specific cognitive deficiencies, hearing impairments, and early language impairments; and children whose parents have a history of reading problems (*Preventing Reading Difficulties*). Once need has been determined, selection must be made on a random basis.

Keeping Parents Informed: Parents must be notified of the tutoring options available under these subgrants. Each LEA receiving a subgrant must be able to offer parents multiple choices for providers, including a school-based program and at least one independent provider under contract to the LEA. Notice to parents must include information on the quality and effectiveness of the services provided. Finally, subgrant recipients must keep parents informed of their child's progress while participating in the program. This should occur at least once each semester and once during the summer, if applicable. The application must describe the efforts that will ensure that parents are kept informed, including translation into the parents' home language. Tutorial Assistance providers should be expected to meet with parents to discuss children's progress.

Ensuring Confidentiality and Privacy: Recipients must ensure participant confidentiality so that the names of children participating in the program (and their parents) and any personally identifiable information about any child or parent will not be disclosed without the prior written consent of the parent.

Oversight and Monitoring/Administration: LEAs must use funds in a manner consistent with all the requirements of Section 2256(b) of the REA. LEAs will be responsible for ensuring that providers comply with these requirements, including the equitable participation requirements for private school children. For each provider, LEAs must establish specific goals, timetables, and procedures for evaluation and termination of contracts where a provider is ineffective.

G. Assessment and Evaluation of Funded Projects

District of Columbia Public Schools, the SEA, will enter into a contract with a qualified provider to evaluate the effectiveness of funded subgrant projects. The evaluator will work closely with the Office of Student Assessment and other relevant offices. The evaluation will provide a basis for assuring high quality implementation of the design models and programs as well as judging their effectiveness for improving student achievement. There will be three primary components to the evaluation plan: student assessment, family literacy, and program implementation. Each of these strategies is described below.

Student Assessment Measures

- **Student Achievement** – *Participating students will increase their reading scores significantly compared to comparable non-participants.*

The key evaluation design for the project relates to the measurement of student achievement through the implementation of a research-based reading program with a similar set of schools with the same characteristics as the control group. The following assessment measures that DCPS has in place in reading will be used to measure students' success. The norm-referenced test to be used as a uniform measurement in both experimental and control schools will be the Stanford Achievement Test (SAT9). Since the SAT9 is not administered to PreK or Kindergarten students, the KARE test, a criterion-referenced test, will be used with both experimental and control schools.

The following approaches in measuring student growth in the REA schools will be implemented in the evaluation design:

- (1) Matching students on demographics such as school size, location and socioeconomic status;
- (2) Profiling the performance of experimental schools versus the control schools on achievement measures; and
- (3) Profiling all of the REA schools that are using research-based models and determining which specific models have the most impact on student achievement. Pre-test and post-test contrasts will be used.

- **Early Childhood** – *An increasing number of children will enter kindergarten with essential pre-literacy skills.*
 - In addition to pre-kindergarten criterion measurements as a primary indicator of the impact of early childhood services, questionnaires, observations, increased enrollment in preschool programs, records of parental attendance at meetings, and participating parents' reactions will also play a significant role in measuring the impact of this component.

Family Literacy Measures

- *An increasing number of parents participating in program-sponsored activities will provide enriched home reading environments for their children.*
 - Records of meeting attendance, school-level staff's observations, and family reactions to children's improvement and their role in their children's educational development will be key areas of this component. Data will be collected using the Parental Index, which measures the number of books in the home and the number of hours spent with the child on literacy activities.

Program Implementation Measures

- **Professional Development** – *An increasing number of teachers participating in program-sponsored training will significantly align their instruction with research-based effective practices.*
 - Pre-test and post-test knowledge, skills and attitude measures will be used to assess the impact of training on each participating staff at the school level. Additionally, observations of level of implementation of learned instructional strategies and practices will be included.
- **Tutoring**- *An increasing number of well-trained tutors will use research-based practices to help children learn to read.*
 - In addition to achievement measures as indicators of success of tutoring projects, checklists and observation forms will be used to gauge how well the tutorials are implemented. Forms will be developed to measure parent attitudes on student improvement and their role in the home.

Site Visits

The purpose of the visits will be to verify survey data and identify critical strengths and problems that may develop at various sites. The personal and individual nature of this methodology will allow discovery of critical factors that may impede effective program implementation. During the first year of subgrant projects, this component will be conducted in all buildings in which REA-funded services are delivered. Reporting will be threefold -- an exit interview with school officials, summary of written reports to schools, and a statewide summary.

Program Evaluation Review

This component will assure that all subgrant programs receive effective, in-depth feedback on their own evaluations. The DCRLP will provide an analysis and summary of the school evaluations. Each subgrant-funded program will be required to submit an end-of-the-year

Section G: Assessment and Evaluation

evaluation in May or June. These reports will be reviewed by the DCRLP. A summary of the peer review teams' findings will be included in the evaluation summary. These two implementation methods should provide an accurate report on the effectiveness of the Reading Excellence Act subgrant programs in the District of Columbia.

Timeline for Data Collection

Data on each of the performance measures will be collected at the start of the grant to provide benchmarks that will guide the evaluation. The following chart shows a timeline for each type of data to be collected:

Instrument	Purpose of Instrument	Development Status	Developer/Publisher	Administration Periods
Districtwide PreK Assessment	Measures concepts about print reading readiness	Available Fall, 2000		Beginning/ end of pre-kindergarten each year
District wide Kindergarten Assessment	Measures reading readiness	Available Fall, 2000		Beginning/end of each year
Stanford Assessment Test 1 st -11 th grades	Assesses program impact using norm-referenced test	Operational	Harcourt-Brace	April of each year.
Customized SAT9: Grades 3,5,8,11	Measures students' mastery of DCPS standards	To be developed	Harcourt-Brace	Spring of each year
Performance Descriptors: Grade 3	Measures students' proficiency level on the DCPS standards at benchmark grade	June 2000	DCPS	End of each year
PreK-2 nd Grade Assessment	Measures phonemic awareness & comprehension knowledge			Beginning, middle, end of year
Informal Reading Assessment	Monitors instructional level & mastery of DCPS standards	To be developed	REI evaluator	September, November, February, April, June
Student Interest Survey	Identifies areas of interest and motivation to read; to measure attitudes about school and program	To be developed	DCPS (REI Management Team)	Beginning, middle, & end of year

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Instrument	Purpose of Instrument	Development Status	Developer/Publisher	Administration Periods
Staff survey & Training impact measures	Measures program implementation and impact	To be developed	REI Team	Beginning, middle, & end of year
Parent Surveys	Assesses parent views of program activities	To be developed	REI Team	Beginning, middle, & end of year
Observation Forms	Measures program implementation and impact	To be developed	REI Team	Throughout each program year
Interview Guides	Measures program implementation and impact	To be developed	REI Team	Throughout each program year
Student/Adult Academic Records	Measures progress in academic programs, including grades, attendance, promotion, etc.	Operational	DCPS/Adult Education programs	Beginning, middle and end of school year
Parental Index	Measures home literacy environment, including number of books, time spent in parent/child literacy activities, etc.	In use by DCPS Even Start programs	DCPS Even Start Program	Pre-participation, and twice yearly.

The evaluator will prepare a summative evaluation report to summarize each school’s project impact at the end of each implementation year. These summative reports will be made available to each REA project school and control school, the Title I office, the Superintendent and the Associate Superintendent for Academic Services. Additionally, each REA project school will receive periodic updates based on observational and interview information collected from children, parents, teachers, aides and administration.

DCPS will commit other funding sources to continue the evaluation of the REA schools for three to five years after the end of the two-year period of the Reading Excellence Act Project.

Criteria for Selecting Evaluator: The evaluator must have experience and expertise in assessment and evaluation, and must have previous experience with evaluation of federal education programs. The evaluator must also demonstrate knowledge of issues relating to literacy development, early childhood, school administration, family literacy, professional development, and the needs of low-income urban families. The evaluator must have good writing and organizational skills. The evaluator must be familiar with the unique challenges faced in urban high-poverty settings; familiarity with the District of Columbia is preferred.

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Role of Reading and Literacy Partnership:

The DCRLP members' review of first-year results will be focused on suggesting research-based improvements that coordinators of funded projects might make to enhance their projects' effectiveness. The group will also examine the evaluation instrument for improvements. Second-year oversight will entail the development of a qualitative review of funded programs, in order to rate projects in such areas as effectiveness, scalability, replicability, and sustainability.

H. Relationship of REA Grant to Other Literacy Reform Efforts

DCPS will coordinate REA funds with its other literacy reform efforts, by ensuring that (1) LEAs have detailed, accurate information about how federal grant funding (particularly Title I and Title II) can be used to support literacy reform; and (2) REI efforts are integrated into other city efforts by the Office of the Mayor, the Department of Human Services, the Even Start Family Literacy Consortium, and the Children and Youth Investment Partnership.

Office of Partnerships and Grants Development/ Executive Office of the Mayor (EOM): The OPGD will work with DCPS to coordinate the efforts of the Reading Excellence Initiative with the efforts of other DC Government agencies in order to ensure successful implementation and sustainability of this initiative.

Federally-funded Initiatives:

The DCPS Reading Excellence Initiative will be coordinated with the Head Start programs in 64 schools and Even Start programs in six locations. DCPS will also coordinate and supplement this effort through the following grant programs that are relevant to this initiative, by including all program directors as part of the DCRLP and meeting regularly to share information about resources, outreach, and upcoming events. Program directors will be an integral part of the Literacy Summit to inform LEAs how these funds can be used to support their literacy plan:

- Title I
- Title II: Professional Development
- Title VI: Innovative Education
- Title VII: Bilingual Education
- Adult Education
- Class Size Reduction
- Prime DC – Bilingual Education Systemwide Improvement
- Emergency Immigrant Education
- Technology Literacy Challenge Fund
- Charter Schools
- Neglected and Delinquent
- Migrant Education
- TANF – Welfare Reform
- DC Transition Initiative
- Food and Nutrition
- Comprehensive School Reform Demonstration
- Goals 2000

In DCPS-LEA, schools coordinate their Title I, Title II, and Title VI, and Title VII funds at the school level, through the Weighted Student Formula, a school-based budgeting process. Schools receiving LRI subgrants will be responsible for coordinating these funds with their local and federal dollars, and may choose to use those funds to supplement their literacy program. REA funds will be used to supplement, and not supplant, existing efforts.

Section H: Relationship of REA to other Literacy Reform Efforts

Other Literacy-related Reform Efforts

Yes, I Can Read: A Proposal for District-Supported, Union-Delivered Professional Development in Reading in the D.C. Public Schools

This partnership between DCPS and the Washington Teachers' Union will create the conditions at the union and district levels to enable the delivery of effective, research-based, professional development by the AFT to K-2 reading teachers in DCPS. This project will support the work of both the REI and the NICHD Project by building capacity in additional schools and sustainability systemwide. The project will coordinate and increase the capacity of the union to meet the professional development needs of its members and will allow the AFT to examine the effects of district-supported, union-delivered professional development in reading instruction. The long-term goal of the project is to create a structure that will ensure that every school has an on-site reading expert to serve other teachers in the school. Specifically, the project will provide reading coaches in residence at four selected schools, who will work with all reading teachers in grades K-2 on applying research-based strategies to improve student reading levels. Ultimately, these coaches will train additional school-based reading coaches, replicating the model throughout the system. This grant will supplement the grants awarded through the REI, so that more schools receive research-based literacy services.

Tutoring Programs: The following programs served as partners in the development of the REI, and will serve as a resource and model for LEAs applying for Tutorial Assistance and LRI subgrants. (Note: DCPS will provide LEAs with information about a wide range of tutorial programs currently offered in DC, and how to evaluate their effectiveness.)

DC Reads

The DC Reads program was implemented during the 1997-98 school year as a partnership between the Corporation for National Service, Communities in Schools, DCPS, and six local universities (Georgetown, American, Catholic, George Washington, Howard, and Trinity). During the 1998-99 school year, the program expanded to include two more city-based universities, Southeastern and the University of the District of Columbia. It also expanded to include more nonprofit community organizations that coordinate the delivery of tutoring services.

DC Reads tutors, most of whom were federal Work Study students attending partner universities, provided tutoring to first through third grader students twice a week up to an hour each session. Tutors used a curriculum and instructional materials that the partners purchased and adapted. Students who participated in DC Reads were those identified by school staff as having low reading skills and being most in need of tutoring. Tutored students made greater gains on SAT9 reading tests than did nontutored students. On Normal Curve Equivalent scores (which compare students to all other students in the

Section H: Relationship of REA to other Literacy Reform Efforts

nation at the beginning and end of the school year) tutored students gained nearly twice as much as nontutored students. Also, 69 percent of tutored students improved on Total Reading, while just 60 percent of their nontutored peers demonstrated improvement.

The DC Reads program used Book Partners and Reading One-to-One, two well-tested reading curricula designed to improve the reading abilities of low-performing students (Book Partners is a DC Reads adaptation of Book Buddies, developed at University of Virginia; Reading One-to-One was developed at University of Texas by George Farkas).

The Kingsbury Center

The Teachers and Tutors Program has played a role in preparing teachers in selected DC public schools to meet the needs of children with learning disabilities for the past eight years. Children identified as “at-risk” of learning disabilities have received direct intervention in reading and writing. Parent and teacher workshops support the philosophy of helping neighborhood schools build the capacity to educate children with special needs in the regular classroom.

The principal in each participating school selects between two and four classrooms for the program. A Master Tutor is then selected to work in the classroom twice a week for an hour. The tutor works with the teacher to screen the children and identify a target group of children who need intervention. These children meet with the tutor individually or in very small groups in the classroom so that the teacher is able to observe the lessons. Materials, teaching methods, and lessons are shared with the teacher so that the strategies and techniques can be used as part of the regular program. Yearly evaluations indicate that the program has successfully trained teachers in regular classrooms to identify and meet the needs of students at risk for learning disabilities, and reduced the number of students referred to special education programs.

Training for tutors is a major part of the Teachers and Tutors program. The initial training program requires 120 hours of classroom instruction and includes a supervised tutoring practicum. Monthly seminars are scheduled for second-year tutors. The Kingsbury Center will support REA subgrantees to design high-quality training programs and help teachers to accurately identify students with learning disabilities.

Everybody Wins!

The Everybody Wins! (EW) Power Lunch program, first implemented at one school in 1995, provides adult Reading Mentors to motivate students in the first through sixth grades to enjoy reading and to read for pleasure. By the 2000-01 school year, Everybody

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Wins! will have expanded its Power Lunch and StoryTime programs to serve almost 4,000 students in 24 Title I DC public schools.

Power Lunch Reading Mentors are matched, one-on-one, with students in need of supplementary reading programs. Students and reading mentors spend one lunch hour a week reading a variety of books and talking about their reading experiences. Students continue to read with the same adult for several (up to six) years, thus developing strong mentoring relationships during their exploration of children's literature. As a result, in addition to improving their attitudes towards reading and their reading-related skills, such as attention spans, students build their confidence and self-esteem, often becoming more participatory members of their classrooms.

In addition, EW works with local authors and storytellers to offer the StoryTime program at underserved schools which otherwise receive few special enrichment activities. Once a month, local storytellers and artists perform for students for an hour and students receive books to take home. These programs allow students to explore literature in an interactive way and to develop self-confidence as they create and share their own stories.

EW also offers a family literacy component. Parent workshops, held each year at affiliated schools, provide parents with tools to continue literacy efforts in the home. Workshops encourage parents to read with their children at home and offer advice on effective read-aloud techniques for motivating young readers.

In addition to helping form connections between students, parents, and local professionals, EW links schools and communities, providing a vehicle for individuals and organizations to impact families and schools in their business communities. Power Lunch volunteers come from a variety of public and private sector organizations. Many of these organizations have expanded their involvement with the schools. For example, businesses have held book drives, donated items ranging from coats to computers, and included schools in their own community outreach efforts. By linking schools and businesses, EW hopes to ensure not only that students have caring Reading Mentors, but also that the schools have the support of their surrounding communities.

EW will support the Reading Excellence Initiative by providing assistance and leading discussions regarding volunteer management, program development, and working with the business community.

Project Northstar Children's Tutorial Project

Project Northstar is a one-on-one tutoring program for Washington, DC children who are at risk of academic failure. Officially incorporated as The Homeless Children's Tutorial Project, Inc., Northstar has served over 1,000 homeless and formerly homeless children from numerous shelters, public housing projects and foster care homes. The goal is to

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prepare children to attend and to perform better in the DC Public Schools by providing them with consistent educational assistance, positive role models, and extracurricular activities that broaden their horizons.

Project Northstar currently serves about 150 students aged 5 to 15. On Monday and Tuesday evenings the children are delivered by bus from their shelter or housing project to one of two DCPS school sites: Hine Junior High in Southeast, and Francis Junior High in the Northwest. Students are greeted by their assigned tutors and for about two hours they work together on homework and on basic reading and math skills. Tutors are carefully screened and undergo an orientation program and a series of workshops for assessing and teaching literacy skills provided by contract professional consultants.

Northstar was founded in 1989 by a multi-racial coalition of young community leaders from the DC Chapters of the Coalition of 100 Black Women and Concerned Black Men, and lawyers from three local area law firms. Its dedicated tutors include lawyers, educators, college students, business executives and community service leaders from a variety of racial and economic backgrounds.

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Section J: Letters of Support

Letters of Support

Mayor Anthony A. Williams

Kevin Chavous, Education Committee Chair, DC City Council

(letters to be attached in hard copy)

Appendix I: LEAs and Schools Eligible for Subgrants

LEAs and Schools Eligible for LRI Subgrants						
LEA	School	Enrollment	Low-income	Percent	Teachers	P-3 Enroll
DCPS	Birney	561	549	97.86%	30	394
	Bowen	390	335	85.90%	17	254
	Bruce-Monroe	479	449	93.74%	23	311
	Clark	315	312	99.05%	15	226
	Davis	480	386	80.42%	22	363
	Draper ES	409	407	99.51%	21	271
	Drew	397	287	72.29%	19	287
	Fletcher-Johnson	464	431	92.89%	16	187
	Garrison	498	436	87.55%	24	323
	PR Harris	736	714	97.01%	23	302
	Hendley	530	500	94.34%	30	348
	Kenilworth	374	335	89.57%	18	254
	Ketcham	485	480	98.97%	22	329
	LaSalle	370	166	44.86%	19	227
	Malcolm X	759	752	99.08%	39	509
	McGogney	392	321	81.89%	20	268
	Miner	506	470	92.89%	26	337
	Nalle	468	459	98.08%	23	377
	Noyes	366	268	73.22%	16	224
	Plummer	383	371	96.87%	20	286
	Powell	320	300	93.75%	14	231
	Shadd	328	312	95.12%	20	240
	Simon	483	424	87.78%	23	391
	Stanton	627	445	70.97%	26	439
	MC Terrell	269	259	96.28%	14	200
	Thomas	449	445	99.11%	21	280
	Turner	516	469	90.89%	26	362
	Tyler	340	337	99.12%	15	195
	Van Ness	309	307	99.35%	18	188
	Walker-Jones	617	615	99.68%	30	411
	Webb	466	462	99.14%	25	310
	Wilkinson	664	333	50.15%	35	662
	JO Wilson	557	523	93.90%	23	352
	Winston	559	521	93.20%	27	275
Edison	Chamberlain	924	651	70.45%	51	632
	Woodridge	379	244	64.38%	26	248
	Meridian (single school)	95	95	100.00%	11	95
	Southeast Academy (single school)	573	499	87.09%	25	350
Total		17,837	15,669	87.85%	873	11,938

LEAs and Schools Eligible for Tutorial Assistance Subgrants						
LEA	K-3 Schools	School	Low-Income	Percent	Teachers	P-3 Enroll

Appendix I: LEAs and Schools Eligible for Subgrants

		Enrollment				
DCPS	104 elementary schools*	43,966	33,696	76.64%	2,374	29,911
arts & Technology PCS	one school	482	229	47.51%	29	350
Children's Studio School	one school	84	57	67.86%	9	84
Community Academy	one school	500	276	55.20%	26	333
Olson-Friendship	two schools	1,303	895	67.42%	77	880
Marie Whitlow Stokes	one school	76	43	56.58%	4	76
Deal Academy	one school	131	76	58.02%	9	89
Meridian	one school	95	95	100.00%	11	95
Plots Learning Center	one school	61	36	59.02%	4	26
WAL	one school	73	51	69.86%	5	73
Southeast Academy	one school	573	499	87.09%	25	350
Large Learning Center	one school	245	135	55.10%	24	123
Total	116 schools	47,589	36,088	76.20%	2,597	32,390

* Because DC is an Enterprise Community, all of its schools serving grades K-3 are eligible for Tutorial Assistance Subgrants.

Note: Eight new public charter schools (PCS) are scheduled to open in fall 2000. Of these, three will serve grades K-3: Capital City PCS, Tree of Life Community PCS, and Washington PCS for Academic Excellence. These schools will be eligible for Tutorial Assistance subgrants and *may* be eligible for LRI subgrants.

District of Columbia Public Schools

Standards for Teaching and Learning

Reading/Language Arts

Pre-kindergarten-Grade Three

School Year 1999/2000

(submitted in hard copy and separate electronic document)

Part IV: Compliance with General Education Provisions Act, Section 427

DCPS will ensure equitable access to, and participation in, this initiative. DCPS has an aggressive affirmative action plan that complies with and exceeds federal non-discrimination statutes. DCPS prohibits discrimination in all programs and activities, including discrimination on the basis of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation, disability, source of income, or place of residence or business. DCPS has established an Equal Employment Opportunity Office to handle any discrimination-related inquiries and persons engaging in such behavior are subject to disciplinary action. DCPS follows these guidelines in all personnel and procurement practices.

Additionally, DCPS collaborates with a variety of partners that represent high-need populations, including low-income, limited-English proficient, migrant and homeless, teen parents, and persons with disabilities. DCPS publications are routinely translated in the dominant languages of families who have students in DCPS: English, Spanish, Vietnamese, Chinese, and Amharic.

The District of Columbia Reading and Literacy Partnership (DCRLP) has developed the following strategies to overcome the barriers that can impede equitable access or participation:

1. Applicants for Local Reading Improvement Subgrants will be required to describe specifically what instructional methods and curricular provisions they will make to improve outcomes for students with limited English proficiency and for native speakers of languages other than English.
2. Subgrant recipients under Section 2255 and 2256 will be required to use research-derived indicators to identify children with special language and literacy needs who will receive services under the Reading Excellence Act.

Part V: Assurances and Certifications

Part V: Assurances and Certifications

Part V: Assurances and Certifications

Assurances: Non-Construction Programs (SF 424B)

OMB Approval No. 0348-0040

Assurances: Non-Construction Programs

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to non-discrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply

Part V: Assurances and Certifications

- to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
 9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §§276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally assisted construction subagreements.
 10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
 11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L.93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
 12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq) related to protecting components or potential components of the national wild and scenic rivers system.
 13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
 14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
 15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
 16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead based paint in construction or rehabilitation of residence structures.
 17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984.
 18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Official	Title Superintendent	
Applicant Organization District of Columbia Public Schools		Date Submitted

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Standard Form 424 B (4-88) Prescribed by OMB Circular A-102*

**District of Columbia Public Schools
Reading Excellence Act Application – May 22, 2000**

Part V: Assurances and Certifications

Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements (ED 80-0013)

Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded

from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about-

Part V: Assurances and Certifications

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| <p>(1) The dangers of drug abuse in the workplace;</p> <p>(2) The grantee's policy of maintaining a drug-free workplace;</p> <p>(3) Any available drug counseling, rehabilitation, and employee assistance programs; and</p> <p>(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;</p> <p>(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);</p> <p>(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will-</p> <p style="margin-left: 20px;">(1) Abide by the terms of the statement; and</p> <p style="margin-left: 20px;">(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;</p> <p>(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 600 Independence Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;</p> <p>(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted-</p> <p style="margin-left: 20px;">(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or</p> | <p>(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;</p> <p>(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).</p> <p>B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:</p> <p>Place of Performance (Street address, city, county, state, zip code)</p> <hr/> <p>Check [<input checked="" type="checkbox"/>] if there are workplaces on file that are not identified here.</p> <p>DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)</p> <p>As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-</p> <p>A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and</p> <p>B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 600 Independence Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.</p> |
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As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
District of Columbia Public Schools	Reading Excellence Act SEA Application
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Arlene Ackerman	Superintendent
SIGNATURE	DATE

**District of Columbia Public Schools
Reading Excellence Act Application – May 22, 2000**

Part V: Assurances and Certifications

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Part V: Assurances and Certifications

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion — Lower Tier Covered Transactions (ED 80-0014)

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion — Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Part V: Assurances and Certifications

**Certification Regarding Debarment, Suspension, Ineligibility and
Voluntary Exclusion — Lower Tier Covered Transactions**

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
District of Columbia Public Schools	Reading Excellence Act SEA Application
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Arlene Ackerman	Superintendent
SIGNATURE	DATE

ED 80-0014, 9/90 (Replaces GCS-009 (REV 12/88), which is obsolete)

Part V: Assurances and Certifications

Disclosure of Lobbying Activities (Form LLL)

OMB 0348-0046

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See next page for public burden disclosure)

1. Type of Federal Action: a. contract <input checked="" type="checkbox"/> b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	2. Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application b. initial award c. post-award	3. Report Type: <input checked="" type="checkbox"/> a. initial filing b. material change For material change only: Year _____ quarter _____ Date of last report _____
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime _____ Subawardee Tier _____, if Known: District of Columbia Public Schools 825 N. Capitol St. NE Washington, DC 20002 Congressional District, if known:	5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Congressional District, if known:	
6. Federal Department/Agency: U.S. Department of Education	7. Federal Program Name/Description: Reading Excellence Act CFDA Number, if applicable: <u>84.338A</u>	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant <i>(If individual, last name, first name, MI):</i> NA	b. Individuals Performing Services <i>(including address if different from No. 10a)</i> <i>(Last name, first name, MI):</i> NA	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature: _____ Print Name: Arlene Ackerman Title: Superintendent Telephone No.: (202) 442-5885 Date: 3/22/00	
Federal Use Only	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)	

**District of Columbia Public Schools
Reading Excellence Act Application – May 22, 2000**

Part V: Assurances and Certifications
