

Part III

NARRATIVE

(Note: Narrative headings representing **selection criteria** are in **bold** type. Headings and text referring to federal *legislation* are in *italics*, with the section letter and number following the reference.)

Kansas Reading Excellence State Application

Title II, Elementary and Secondary Education Act, Part C, Section 2253 Reading and Literacy Grants to State Educational Agencies

(a) Significance

(a) (i) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population

Introduction

The **purpose** of the Kansas Reading Excellence grant is to **provide professional development for all elementary teachers in implementing programs of reading instruction based on scientifically based reading research, in order to close the achievement gaps between student groups**. To fulfill this purpose, the Kansas State Department of Education, under advisement of the Governor's Council, has established the following priority objectives:

- Professional development activities will be based on scientifically based reading research.
- Professional development activities will improve instructional practices in reading.
- Professional development activities will prepare teachers in all the major components of reading instruction.
- Technology will be used to enhance reading and literacy professional development activities.
- Parents will participate in literacy-related activities to enhance their children's reading.
- Families will be provided literacy services based on programs such as the Even Start Family Literacy Model.
- Kindergarten children who are struggling with acquiring reading skills will be given assistance in their transition to first grade.
- Kindergarten through grade three children who are struggling with acquiring reading skills will be offered additional support outside of the normal instructional day (before school, after school, summer, weekends) by trained tutors.
- Reading and library programs that provide access to engaging reading materials will be promoted.
- There will be a reduction in special education referrals based on reading difficulties alone.
- There will be coordination of effort among literacy programs and professional development providers in the state to avoid duplication of effort.

The Kansas Reading Excellence grant will share four project accomplishments with programs of reading instruction across the country. First of all, Kansas Reading Excellence will **build model local educational agency (LEA) programs of reading instruction that other LEAs, in all states, can emulate**. Second, Kansas Reading Excellence will **demonstrate replicable ways to focus how Title I funds are used to support effective reading programs**. Third, Kansas Reading Excellence subgrant projects **will increase student achievement in reading**, as measured by diagnostic assessments and locally determined reading assessments. Fourth, Kansas Reading Excellence will **incorporate national recommendations for research**

design into project strategies. Evaluation of Kansas Reading Excellence will focus on three areas of literacy research that are part of a national research agenda for reading:

- (2) assessment,
- (3) intervention and instruction, and
- (4) contexts of literacy and learning to read (Goldman, 1998).

Using strengths of the Even Start Family Literacy model and of Kansas' ongoing professional development initiatives as a foundation, Kansas Reading Excellence subgrantees will build model programs. The Kansas State Department of Education will evaluate the model programs and build a knowledge base for effective practice. Reading Excellence evaluation results will then be disseminated locally and nationally.

The knowledge base for effective practice will be used by the Kansas State Department of Education to determine:

- **how to further focus Title I funds to be most effective,**
- **how to provide improved technical assistance for targeted reading improvement within Quality Performance Accreditation** (the Kansas system which accredits public and nonpublic schools based on results), **and**
- **how to further strengthen reading professional development efforts through strategies and programs that prove most effective.**

Focusing resources on the most effective programs will enable Kansas to close the gaps in reading achievement between student groups and improve overall reading achievement for all students. Other states will then have access to a model systemic change effort that could be emulated and applied locally.

To place the project in context, a profile of demographics and conditions of education based on data from the U.S. Census Bureau, the report on *Conditions of Teaching in Kansas* (King & White, 1998), *Kansas Kids Count Databook*, and the Kansas State Department of Education (KSDE) website (1999) follows.

Kansas Education

Kansas is a state of 2.6 million people who reside in both metropolitan and sparsely populated regions (U.S. Census Bureau, 1999). Metropolitan areas include counties surrounding Kansas City, Topeka, Wichita, and Lawrence. In contrast, about half of Kansas' counties have eight or fewer residents per square mile. Historically, the population has been mostly racially and ethnically homogenous. However, some counties in central and western Kansas are experiencing an increase in their populations of linguistically and ethnically diverse immigrants who now fill unskilled and semiskilled positions (King & White, 1998).

Without fanfare, Kansas continues to develop its traditionally strong educational system. The state's 105 counties are divided into 304 school districts with 1,455 school buildings. In 1998-99, 38,666 licensed educators serve 469,758 pre-K through 12th grade students (Kansas State Department of Education [KSDE] website, 1999). **Roughly 30% of these students are enrolled in pre-K to grade 3, the level of students that Kansas Reading Excellence will serve.** As of 1997-98, the student attendance rate is 94.6%, and the annual student dropout rate averages 3%. From 1992 to 1997 Kansas ACT scores rose steadily in reading, mathematics, and science - and have remained consistently well above national ACT scores during the same time period (Kansas State Board of Education [KSBE], 1998).

According to *Kansas Kids Count Databook* (Kansas Action for Children, 1999), 117,134 Kansas children under 18 live in poverty and 97,603 children receive some type of economic

assistance, such as cash assistance, medical assistance, or food stamps. The socioeconomic indicator for poverty which the Kansas State Department of Education (KSDE) uses is the number of students eligible to receive free and reduced-price lunches under the National School Lunch Program. This same measure of eligibility is used to determine poverty rates and poverty numbers for schools in districts that receive Title I funds and that are eligible to receive Kansas Reading Excellence subgrants. As shown in the table below, about two-fifths (54,833) of the children enrolled in pre-K through grade 3 are eligible to receive free and reduced-price lunches.

Pre-Kindergarten to Grade 3 Enrollment and Poverty Status		
Student Grade Level	Number Enrolled	Number Eligible For Free and Reduced-Price Lunches
4-year-old at-risk	1,119	563
Pre-K	2,595	837
Kindergarten	31,279	10,192
Grade 1	35,472	14,713
Grade 2	35,061	14,451
Grade 3	35,599	14,077
Total	141,125	54,833

Source: Kansas State Department of Education (KSDE) website, 1999

Kansas City, Kansas, is a federally identified Empowerment Zone. Kansas City is surrounded by affluent school districts, but is itself economically disadvantaged. Of the 20,943 students in the Kansas City, Kansas, School District (USD 500) in 1998-99, 13,879 (66%) received free and reduced lunches. Fifteen of its schools (approximately half of its elementary schools) meet Kansas Reading Excellence eligibility criteria (for details on the process of eligibility determination, see the Absolute Priority section following the Narrative). The ethnic makeup of the student population is 3.4% Asian, 53.4% Black, 15.0% Hispanic, 0.5% Indian, and 27.8% White. In 1997-98, LEP students numbered 1,941 (9%). The identified population of students with disabilities was 2,562.

Wichita County, located in Western Kansas, is a federally identified Enterprise Community. The Leoti School District (USD 467) serves 497 students in grades K-12 in 1998-99. School district data indicate that 36% of students were considered economically disadvantaged in 1997-98, and state data for 1998-99 show 158 students (31.8%) are eligible to receive free and reduced priced meals. The ethnic makeup of the student population is Asian, 0.6%; Black, 0.6%; Hispanic, 23.7%; Native American, 0.2%; and White, 74.9%. In 1997-98 LEP students numbered 93 (17%).

Kansas City, Kansas School District (USD 500) is eligible for both Local Reading Improvement and Tutorial Assistance subgrants. Leoti School District (USD 467) is eligible for a Tutorial Assistance subgrant. As part of statewide technical assistance efforts to eligible applicants, both districts will be encouraged to apply for subgrants. If selected, their participation will benefit district personnel who assist students to achieve high standards for reading in these economically disadvantaged districts.

Kansas State Board of Education Goals

The Kansas State Board of Education (KSBE) is charged with the general supervision of public elementary and secondary schools, community colleges, vocational schools, and adult

education programs in the state. While acknowledging the role and importance of local control, the Kansas State Board of Education has the responsibility to provide direction and leadership for Kansas educational systems and promote quality education programs.

In March 1999, the Kansas State Board of Education approved updated mission and vision statements and priorities to guide its work. The **mission** for Kansas education is a statement of the direction that the Kansas State Board of Education will pursue in fulfilling its responsibilities:

The Kansas State Board of Education promotes student academic achievement by providing educational vision, leadership, opportunity, accountability, and advocacy for all.

The **vision** for Kansas education is a statement of the ideal results of the board's mission:

Schools will work with families and communities to prepare each student with the living, learning, and working skills and values necessary for caring, productive, and fulfilling participation in our changing society.

The board established the following **priorities** to guide its work to begin the 21st century:

- Strengthen articulation among postsecondary institutions, resolve conflicts, establish accountability measures, and promote effective transition of students into the workforce.
- Improve teaching in Kansas utilizing performance measurement for teachers and creative approaches to effective teacher recruitment, preparation, and development.
- **Raise the achievement of students with an emphasis on low achievers to acquire basic skills.**
- Complete state curriculum standards and align assessments.
- Address the needs created by changing enrollment trends.
- **Ensure that students read at the appropriate level, including diagnosis of skills and the use of effective interventions.**
- **Ready children to learn by supporting families with quality early childhood and primary programs (KSBE, 1999).**

The Kansas State Board of Education (KSBE) has identified three priorities that closely match the *Reading Excellence Act* legislation. Within each priority are a number of objectives. The board's priority to "ensure that students read at the appropriate level, including diagnosis of skills and the use of effective interventions" and its objectives particularly support the requirements of *Reading Excellence Act* legislation found in the *Elementary and Secondary Education Act*, Title II, Part C, Section 2253. **Specifically, the language of Section 2253, (b)(2)(B)(i)(I) [Coordination of Professional Development for Reading with State and Local Funds] ties closely to two objectives of this priority: to implement a diagnostic testing program for second graders and to gain support for structured mentoring programs.** Fulfillment of these objectives has required and will continue to require significant statewide professional development activities related to reading instruction. For further description of professional development initiatives, see Narrative section (b)(2)(i) below.

The language of Section 2253, (b)(2)(E)(ii) [Promoting Reading and Library Programs], ties closely to the third objective of the board's priority to ensure that students read at the appropriate level. **The third objective is to establish a program to recognize excellence in reading.** Current recognition activities authorized by the board include the Kansas State Department of Education (KSDE) Annual Conference and the KSDE Successful Practices website, which annually recognizes several school-based reading and library programs that provide access to engaging reading materials.

An example of the board's commitment to ensuring that young children read well is its new reading pamphlet, *Side by Side On the Road to Reading Success*. This commitment aligns with a Governor's Council priority objective for Kansas Reading Excellence which states that parents will participate in literacy-related activities to enhance their child's reading. The pamphlet, which will be distributed in June 1999, encourages parents to model reading and literacy activities, such as taking children to the library or reading to and with their children. The pamphlets are targeted to parents and will be distributed in a variety of public places.

Another of the board's priorities is to **"ready children to learn by supporting families with quality early childhood and primary programs."** In 1994, the Kansas State Board of Education established an early childhood education stakeholders advisory committee to develop quality standards and indicators for early childhood education programs. The standards they developed are designed to define quality expectations for early childhood education in such areas as program administration, supervision and evaluation, personnel, health and nutrition, and parent and community involvement (Kansas Stakeholders Advisory Committee, 1996).

The quality standards' outcome for Family Involvement reflects the importance of parent involvement in the educational success of children. The first standard for the Family Involvement outcome acknowledges, "Families are recognized as primary in the care and education of their children and are respected as their children's first teachers." **An indicator for the first standard includes families receiving information to "enhance their skills as their child's principal educator" by participating in activities associated with family literacy:** parenting workshops, adult literacy programs, and support groups (Kansas Stakeholders Advisory Committee, 1996). This outcome supports Governor's Council priority objectives for Kansas Reading Excellence which state (1) "parents will participate in literacy-related activities..." and (2) "families will be provided literacy services..."

Using the 1994 early childhood education standards as a basis, the Kansas State Board of Education (KSBE) is continuing to refine goals for early childhood and primary services. The first objective under the 1999 priority for quality early childhood and primary programs begins with the board's goal to **"encourage schools to focus the K-3 curriculum on reading...."** An additional objective that matches the intent of *Reading Excellence Act* legislation is the goal to "support early school intervention programs" in reading. One further objective under this priority aligns itself closely with the language of Reading Excellence legislation, section 2253. The board's objective to determine "the effectiveness of...Transitional First Grade programs" aligns with the language of section 2253(b)(2)(C)(iii) [Transition to First Grade].

The priorities of the Kansas State Board of Education (KSBE) closely match the intent of Reading Excellence legislation. Fulfillment of Kansas Reading Excellence Grant objectives will serve to address KSBE priorities. As the board's priorities are met through Kansas Reading Excellence project strategies, the Kansas State Department of Education will use project outcomes to establish future policies and focus resources on demonstrated effective ways to improve student achievement in reading.

Quality Performance Accreditation

Like most states, Kansas continues to move public education into the arena of increased public accountability. Kansas has been committed to comprehensive education reform since 1987, first through Quality Performance Accreditation (QPA) at the kindergarten through 12th grade levels, and more recently through licensure design at the post-secondary level. The QPA standards and assessments that have been developed to impact student achievement find a direct

parallel in the standards and assessments that proposed licensure redesign will require of teachers and administrators.

The sections that follow describe Kansas' education reform policy, standards, and assessment. **These sections are included to provide a context for the significance of Kansas Reading Excellence within the total system of education.**

The “guiding principle for accountability-based school reform in Kansas is known as Quality Performance Accreditation” (QPA; Kleinhammer-Tramill & Gallagher, 1999). Initial plans for QPA were drafted in 1989, and following broad input from teachers, families, and community representatives, the QPA system began implementation in 1991.

Accreditation follows a five-year cycle and requires all of Kansas' 1,455 public schools to be evaluated through onsite visits that review the school's progress toward accomplishing an improvement plan's goals. If a school does not show continuous improvement in student performance, the Kansas State Department of Education requires remedial action and provides technical assistance, as necessary, before the school receives accreditation. Schools that are denied accreditation are subject to sanctions as determined by the Kansas State Board of Education's 1996 *Quality Performance Accreditation Regulations* (King & White, 1998).

The centerpiece of Quality Performance Accreditation (QPA) is a set of process and student outcomes which committees, consisting of educators and other stakeholders, use to develop student standards for core and non-core subject areas. In addition, a state assessment program, aligned with the curriculum standards, was developed to measure student progress in core subjects. School site councils composed of parents, community members, and educators provide guidance in issues related to curriculum adoption.

Requirements of QPA for all public schools and any private schools seeking state accreditation include:

- All schools serving kindergarten through grade 12 are required to target reading as related to Student Outcome II (as described below and in the Reading Targets in School Improvement section of the Narrative).
- All schools serving kindergarten through grade 12 are required to use triangulation of data, including the Kansas Reading Assessment for grades 3, 7, and 10, to evaluate reading targets.
- In order to receive state accreditation, all schools are required to show improvement in evaluation data for reading targets (as described in the Reading Targets in School Improvement section of the Narrative).
- All schools are required to provide student improvement plans for student performance identified as unsatisfactory on the Kansas Reading Assessment and locally defined reading assessments.
- All schools are required to develop a results-based staff development plan that aligns with their reading target in the school improvement plan.
- All schools are required to identify research-based strategies to implement the reading target in the school improvement plan (as described in the Reading Targets in School Improvement section of the Narrative).

These requirements align with the purpose of Kansas Reading Excellence priority objectives.

Several process and student outcomes of Quality Performance Accreditation also parallel the National Education Goals. The outcomes parallel the goals in school readiness, school completion, student achievement, school safety and discipline, professional development, and parent and community involvement. A side-by-side comparison and the full text of the process and student outcomes are presented in Appendix 2.

Process outcomes for which all Kansas schools are accountable through Quality Performance Accreditation (QPA), and that are particularly relevant to the *Reading Excellence Act* and the Governor's Council priority objectives for Kansas Reading Excellence, include:

- I.A. Establish and maintain high expectations for student learning;
- I.B. Continuously monitor student learning/achievement as a basis for program evaluation;
- I.D. Have instructional leaders who pay particular attention to teaching and learning which result in improved student performance;
- II.B. Show commitment to school readiness;
- III.A. Develop and implement an ongoing staff development plan aligned with mission, academic focus, and school improvement plan;
- III.B. Support the district and school missions and improvement plans as evidenced by staff participation in staff development activities;
- III.C. Demonstrate teachers' skills in effective instructional strategies.

Student outcomes for which all Kansas schools are accountable through Quality Performance Accreditation (QPA), and that are particularly relevant to Reading Excellence, include:

- I. All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:
 - I.A. **Read and comprehend a variety of resources;**
 - I.D. Access and use information;
- II. All students will demonstrate effective communication skills as evidenced by the following standards:
 - II.A. Analyze, summarize, and comprehend what is read in all subject areas;

As part of the Quality Performance Accreditation process, schools are and will continue to be held accountable for outcomes that correspond with Governor's Council priority objectives for Kansas Reading Excellence.

Standards for Reading

From 1994 to 1997 Kansas received funds under the U.S. Department of Education's Innovation in Education Program (84.215E) to revise its state content standards for communications, which include reading standards. All project strategies were based on efforts to involve educators, parents, and stakeholders in the development of standards and to assist them in understanding standards (Young, 1998). The standards revision project included six objectives:

1. revising standards with community, business, parent, and educator participation;
2. developing quality technical assistance materials to accompany the revised standards;
3. based on the revised standards, developing guidelines for teacher education and recommendations for licensing;
4. developing guidelines for in-service professional development;
5. designing and piloting of a professional development program; and
6. evaluating the project and its impact on teaching and learning.

Communications standards were developed from 1994 to 1996 and accepted by the Kansas State Board of Education (KSBE) in May 1996. In August 1997, Kansas State Board of Education members voted to appoint new committees to rewrite the Kansas Curricular Standards

and recommend new state assessments. Only four of the communications standards approved in 1996 were revised: those that address the areas of reading and writing for state assessments. Standards revisions include rewritten benchmarks with further clarification in indicators for four different levels (kindergarten to grade 2, grades 3 to 5, grades 6 to 8, and grades 9 to 11).

From October 1997 to May 1998, an appointed committee, **Kansas Curricular Standards for Reading and Writing committee, developed standards that aligned with newly proposed state assessments.** More than 300 stakeholders responded to drafts of the standards, and another 100 provided input at public meetings held throughout the state. The Kansas State Board of Education (KSBE) adopted the reading and writing standards in June 1998.

The Kansas Reading Assessment is composed of items that measure the knowledge or skill described in marked indicators. Standards, benchmarks, and indicators for Kindergarten to Grade 2 and for Grade 3 to Grade 5, along with a glossary of terms, are in Appendix 3.

Assessment Results for Reading

The original purpose of the statewide Kansas assessments was to provide direction for changes in curriculum and instruction in Kansas schools. More recently Kansas assessments have provided information for part of the Quality Performance Accreditation (QPA) process, and for Title I evaluation. Kansas assessments also identify students who achieve excellence as measured against rigorous state standards. Currently, Kansas assessments are designed to help educators understand student achievement of core content standards and to help officials understand "the performance of schools toward achieving" these standards (Poggio, 1999).

Through the 1998-99 school year, all Kansas students have been assessed in reading in grades 3, 7, and 10. An overview of the 1998 Kansas Reading Assessment results for grade 3 follows (KSDE, November 1998).

- Grade 3 students perform slightly better on expository text than on narrative text.
- Almost 40% of the grade 3 students taking the reading assessment met the individual student Standard of Excellence.
- **Average scores in very few of the buildings are equal to the building level Standard of Excellence in reading.**
- Scores have remained stable at relatively high levels in grade 3 on both narrative and expository texts over a three-year period and a four-year period, respectively.
- Females slightly outscore males in grade 3 and on both text types.
- Both females and males are holding steady at relatively high levels in grade 3 and on both text types over a four-year period.
- Ethnic group differences are apparent in grade 3 in narrative and expository. **Often the differences between highest and lowest scoring groups are sizable.**
- Students receiving free and reduced-price lunches score lower in reading than students who are not eligible for free and reduced-price lunches.
- Hispanics at grade 3 have made small to moderate gains on both text types over four years.
- **Data disaggregated by poverty show that gaps between lower and higher socioeconomic status groups are consistently widening rather than narrowing.**

Assessment results are reported in terms of percent correct. Reading assessments include two text types, narrative and expository (Poggio, 1999). A reading index score provides an "equally weighted average of narrative and expository percentages," as shown in the table below.

Three-Year Comparison of Reading Skills: Expository, Narrative, Reading Index Scores									
	Average Percent Correct Expository <i>a</i>			Average Percent Correct Narrative <i>a</i>			Average Percent Correct Reading Index <i>b</i>		
	1996	1997	1998	1996	1997	1998	1996	1997	1998
Grade 3	65.62	65.84	66.62	63.65	63.99	64.13	64.64	64.92	65.38
Grade 7	63.77	64.96	65.24	63.33	64.39	63.78	63.55	64.68	64.51
Grade 10	58.97	59.14	59.80	67.48	68.02	67.76	63.23	63.58	63.78

a Values are mean percent of points available.

b Reading Index Score is an equally weighted average of Narrative and Expository percentages.

Kansas Reading Assessment results have been disaggregated by ethnicity/race and by gender. Assessment scores by ethnicity/race **show significant performance gaps between groups, particularly in younger grades**. While some ethnic/racial groups showed gains at grade 3, the average point spread between groups varies more than 13 percentage points. The table that follows provides scores by ethnicity/race.

Three-Year Comparisons of Performance on Reading Assessment by Ethnicity/Race									
	Expository <i>a</i>			Narrative <i>a</i>			Reading Index <i>b</i>		
	1996	1997	1998	1996	1997	1998	1996	1997	1998
Grade 3									
Native American	61.52	61.32	61.02	57.95	61.37	58.55	59.74	61.35	59.79
Asian/Pacific Islander	66.10	69.10	66.54	61.94	64.65	61.53	64.02	66.87	64.04
African American	54.02	55.17	55.90	51.59	51.15	51.48	52.80	53.16	53.69
Hispanic	59.30	59.38	60.50	55.89	56.05	56.74	57.59	57.72	58.62
White	67.13	67.32	68.28	65.30	65.82	66.09	66.22	66.57	67.18

a Values are mean percent of points available.

b Reading Index Score is an equally weighted average of Narrative and Expository percentages.

Gains by gender are minimal in grade 3. Grade 3 reading index average scores for males increased from 63.39 in 1996 to 64.06 in 1998. For females in grade 3, reading index average scores increased from 65.85 in 1996 to 66.67 in 1998.

Another way reading assessment results have been disaggregated is by socioeconomic status, as shown in the table below.

Three-Year Comparison of Performance on Reading Assessment by Socioeconomic Status									
	Average Percent Correct Expository <i>a</i>			Average Percent Correct Narrative <i>a</i>			Average Percent Correct Reading Index <i>b</i>		
	1996	1997	1998	1996	1997	1998	1996	1997	1998
Grade 3									
Free*	59.11	58.76	59.53	57.22	56.49	56.11	58.16	57.62	57.82
Reduced*	63.56	63.79	64.36	62.24	61.95	61.87	62.90	62.87	63.12
Neither	67.55	68.69	69.40	65.50	66.99	67.23	66.52	67.84	68.31

a Values are mean percent of points available.

b Reading Index Score is an equally weighted average of Narrative and Expository percentages.

The *Accountability Report* (KSBE, 1998) notes that "eligibility for free and reduced-price lunches is the indicator used as a measurement of socioeconomic status." This same measure of

eligibility is used to determine poverty rates and poverty numbers for attendance centers in districts that are eligible to receive Kansas Reading Excellence subgrants. The report continues, "In every case, students receiving full-priced lunches are increasing their [reading assessment] scores at faster rates than students receiving reduced-price or free lunches. Across all grade levels and subscales the pattern is clear: **the gap in performance** [on reading assessments] between students from higher socioeconomic backgrounds [and those from lower socioeconomic backgrounds] **is increasing** rather than decreasing."

In 1997, the Kansas State Board of Education established individual performance levels on the reading index score (the average of the expository and narrative scores) of the Kansas Reading Assessment. Performance levels, indicated in the following table, are not minimums. The highest level of performance, "excellent," is the level all students are to strive to achieve (KSBE, 1998).

The table below shows numbers of third grade students at each of four performance levels in reading. In 1998, 39% of students in third grade performed at the "excellent" level on the reading index score. An additional 22.4% performed at a "proficient" level. The total number of third grade students performing at "excellent," "proficient," or "basic" levels is 25,713, which represents 79.1% of third graders. The total number of third graders performing at "unsatisfactory" levels is 6,805, or 20.9%. Kansas Reading Excellence funds will be used for **effective programs of reading instruction that increase the performance levels of students by the end of third grade.**

Number of Students at Performance Levels in Reading

Grade 3	Reading Index Score	
	Number of Students	Percent of Students
Excellent (73)	12,687	39.0%
Proficient (62)	7,298	22.4%
Basic (53)	5,728	17.6%
Unsatisfactory (<53)	6,805	20.9%

Note: Individual performance levels are in parentheses.

Students identified as scoring at unsatisfactory performance levels are referred to a school building team for assistance. As Quality Performance Accreditation requires in Student Outcome 1A ("read and comprehend a variety of resources"), **schools must develop and maintain a student improvement plan with appropriate intervention strategies for individual students.** School team members brainstorm about what kinds of interventions could be tried, including different instructional strategies or one-on-one support.

In 1998-99, all students in grades 3, 7, and 10 were assessed for reading as in previous years. Beginning with the 1999-2000 school year, students in grades 3, 7, and 10 will no longer receive state assessments in reading. Instead, students in grades 5, 8, and 11 will receive Kansas Reading Assessments. The Kansas Reading Assessment results will continue to be reported in terms of total reading scores. However, instead of expository and narrative scores, total scores and an item analysis by benchmark and indicator of the new Reading Standards will be reported (Young, 1999).

In addition, diagnostic assessments will be given to second graders in the first quarter of each school year. **Diagnostic assessments will serve as one of the measures of increasing performance expectations used by LEAs receiving Kansas Reading Excellence subgrants** (see the Application Packet following the Narrative section, pages 43, 44, 62, and 63). **At the**

end of third grade, students will take diagnostic assessments as a post-assessment to show improvement in performance.

In October 1998, initial use of diagnostic assessments in the second grade was recommended. Ninety-five (95) of the public school districts that participated in pilot administration (representing approximately 30% of districts in Kansas) reported that **39% of second-graders** assessed with the diagnostic assessment **were reading at the second grade instructional level** (Freden, Adams, & Young, 1999). While preliminary data is not representative of the entire state, they indicate gaps in reading performance for 61% of second graders in 95 districts who were not reading at grade level.

Requirements for use of diagnostic assessments were designed to ensure that schools provide individual and diagnostic assessment for all children in second grade. Reliability, in terms of aiding districts to appropriately focus staff development, is part of the design. Validity, in terms of meeting new standards, is another part of the design. As discussed among members of the Curricular Standards for Reading and Writing committee who wrote the new standards, the purpose for the diagnostic assessment is to:

- Meet the Kansas State Board of Education request for a primary level measure of reading proficiency;
- Meet requests from the field for an instructionally responsive assessment that would provide a direct and immediate response for instruction;
- Provide training to teachers on recent research on teaching strategies based on assessment results in the area of early reading;
- Provide indicators and benchmarks for students' reading abilities at a point in time;
- Promote teacher sensitivity to the reading level of a child and provide appropriate materials and instruction for each child (Young, 1999).

All schools are asked to select an assessment for use as a diagnostic assessment and provide assurances regarding the content of the assessment selected by the district. The assessment needs to measure:

- Comprehension as described in Standard 1, Benchmark 1, Indicator 1 and 2
- Word decoding as described in Standard 1, Benchmark 2, Indicator 1, 2, 3, 4 & 5
- Fluency as described in Standard 1, Benchmark 3, Indicator 1
- Prior knowledge as described in Standard 1, Benchmark 4, Indicator 1

A suggested list of assessments approved by the Kansas State Department of Education (KSDE) is provided to schools to assist in selection. Schools report the name of the assessment, the number of students assessed, the number of students reading at or above the 2nd grade instructional reading level, and the beginning and ending dates of administration of the assessment.

Staff development is currently provided for school staff responsible for administering and interpreting the results of the diagnostic assessment. In 1998-99, state and local funds were used to provide 55 trainings for 449 teachers on how to administer diagnostic assessments. Teachers also learned strategies based on scientifically based reading research that assist children who are not performing on grade level.

The diagnostic assessment given to all second grade children is an effort to (1) examine the effectiveness of the initiatives in pre-kindergarten through grade 1, (2) evaluate the reading level of second grade students, and (3) provide teachers with instructional direction. This effort is a reflection of Kansas State Board of Education (KSBE) priorities to "ensure that students read at the appropriate level..." and "raise the achievement of students with an emphasis on low

achievers to acquire basic skills," as well as Governor's Council priority objectives for Kansas Reading Excellence.

Reading Targets in School Improvement Plans

The bottom line of school improvement is student achievement of high standards. Restructuring for improvement requires schools to become learning communities where all students can learn. In 1994, the Kansas State Board of Education (KSBE) set building level Standards of Excellence on the Kansas Reading Assessment. Using the school improvement process as a basis, Kansas schools strive to meet the building Standards of Excellence. To reach this level of excellence for reading, schools must achieve average building scores of 80 on the narrative text assessment and 77 on the expository text assessment at grade 3 (KSBE, 1998).

Because Standards of Excellence reflect rigorous standards for reading, it is expected that only a small number of schools will achieve them initially, with growth as a long-term goal. The table below shows the percent of Kansas' 1,455 school buildings that reached Standards of Excellence for reading.

Percent of Buildings Reaching Standards of Excellence in Reading in 1996-1998							
	Narrative			Expository			Reading Index
	1996	1997	1998	1996	1997	1998	1998
Grade 3	2%	3%	3.5%	3.9%	5%	8%	5.7%
Required Average Score	80	80	80	77	77	77	77

Schools that do not meet the Standards of Excellence for reading must target reading goals and strategies in their school improvement plan by regulation. According to accreditation regulations (K.A.R. 91-31-18), each school is required to prepare a written plan describing the school's goals and strategies for improving student learning. The regulation also requires schools to target student improvement within three areas - two of which must be reading and mathematics - until Standards of Excellence for those respective areas are achieved (KSDE, 1997). **In order to meet the Standard of Excellence for reading all elementary school buildings are targeting reading.**

The Quality Performance Accreditation (QPA) requirements for targeting reading reflect Kansas State Board of Education (KSBE) priorities to "ensure that students read at the appropriate level..." and "raise the achievement of students with an emphasis on low achievers to acquire basic skills," as well as Governor's Council priority objectives for Kansas Reading Excellence.

b) Quality of project design

(b) (1) The quality of the design of the proposed project

The purpose of the Kansas Reading Excellence grant is to **provide professional development for all elementary teachers in implementing programs of reading instruction based on scientifically based reading research, in order to close the achievement gaps between student groups.** Eleven priority objectives have been established in order to accomplish the Kansas Reading Excellence grant purpose (see section (a)(i) above). Evaluation will address these objectives. The evaluation will be developed with the assistance of the external evaluator, Kansas State Department of Education Planning and Research, and LEA staff. The minimum data that will be included in the evaluations are described in section (f) of the Narrative, Formative and Summative Evaluation. Additional data will be collected as needed to answer the evaluation questions.

A plan of operation with four goals has been developed to support the grant. The Kansas Reading Excellence plan of operation on the next page includes four project goals, specific objectives, outcomes for each objective, and timeframes by year and by proposed dates. The three-year plan of operation is organized by goal. Narrative following the table outlines how the objectives will be met in detail.

Plan of Operation

Goal 1: Technical Assistance

Objective	Outcome	Year	Time
1.1 Notify eligible LEAs, by letter, of fund availability for Kansas Reading Excellence subgrants.	1.1 LEAs are aware of opportunities to apply for Kansas Reading Excellence subgrants.	1	August 1999
1.2 Provide three regional informational sessions and technical assistance on requirements of subgrants for LEA staff.	1.2 LEAs have adequate information and technical assistance to write high-quality applications.	1	August-October 1999
1.3 Give follow-up technical assistance to subgrant applicants.	1.3 LEAs write successful subgrant applications.	1	September-December 1999
1.4 Notify potential professional development providers of Reading Excellent subgrant process.	1.4 Potential providers are informed via letters, announcements, newspapers, and KSDE website.	1	August - October 1999
1.5 Provide an informational session to potential providers of professional development to aid LEAs in implementing scientifically based reading research programs and strategies.	1.5 Potential providers fully understand and can meet requirements of providing professional development to LEAs receiving Kansas Reading Excellence subgrants.	1	October 1999
1.6 Train reviewers and review subgrant applications.	1.6 Adequately trained reviewers apply criteria and recommend high-quality applications.	1	December 1999
1.7 Award subgrants to applicants with high-quality programs and meet with awardees to coordinate professional development approaches.	1.7 LEAs receiving subgrants begin professional development and establish reading programs.	1	February 2000
1.8 Facilitate two technical assistance meetings per year with professional development coordinators and representatives from LEAs who receive subgrants.	1.8 Progress reports and examples of successful practice inform KSDE project staff and LEAs. A continuation plan is developed for reading programs after the funding period.	1, 2, 3	February 2000 - March 2002
1.9 Visit schools and provide technical assistance to schools and professional development coordinators throughout implementation.	1.9 LEAs demonstrate continuous improvement and progress in reading programs.	1, 2, 3	February 2000 - June 2002

Objective	Outcome	Year	Time
Goal 2: LEA Implementation			
2.1 Assist LEAs in using national studies/recommendations and external evaluator research questions to develop an evaluation model.	2.1 A research-based model is used to evaluate LEA subgrants.	1	February 2000 - March 2000
2.2 Ensure that LEAs implement professional development and programs of instruction based on scientifically based reading research.	2.2 Effective professional development and programs of instruction increase student achievement in reading.	2, 3	February 2000 - February 2002
2.3 Ensure that LEAs regularly collect and forward data to Kansas State Department of Education Planning and Research.	2.3 Data, including program evaluation data, are compiled and analyzed.	2, 3	February 2000 - February 2002
2.4 Meet biannually to provide updates on progress.	2.4 Progress updates inform LEA subgrantees, Governor's Council, Kansas State Board of Education, and education stakeholders. Modifications are made to programs based on data.	2, 3	September 2000 - February 2002
2.5 Ensure that LEAs provide final report and final summative evaluation data to Kansas State Department of Education Planning and Research.	2.5 Planning and Research staff and external evaluator compile and analyze data for summative evaluation of state project.	3	February 2002 - June 2002
Goal 3: External evaluation of the state project			
3.1 Provide research questions to LEAs to evaluate three areas identified as part of the national research agenda for literacy.	3.1 Research questions are used to design LEA research model and evaluate LEA projects in terms of Kansas Reading Excellence priority objectives.	1	February 2000
3.2 Analyze data collected as part of LEA evaluations.	3.2 LEA research data are incorporated into final external evaluation.	1, 2, 3	February 2000 - June 2002
Goal 4: Development of standards for licensure of elementary reading teachers			
4.1 Work with Certification and Teacher Education and Kansas State Board of Education committees to write new Language Arts Concentration licensure standards for teachers at Early Childhood levels.	4.1 Additional standards for Language Arts Concentration, including standards based on scientifically based reading research, are offered to educators and inform practice.	1, 2	July 1999 - December 2000

Goal 1: Technical Assistance

Initially, in early August, local education agencies (LEAs) qualifying for funds will be notified by letter that Kansas has received a Reading Excellence grant award. Letters will go to district superintendents and building principals. LEAs will be invited to a regional informational session.

Three regional informational sessions for the 82 districts qualified to seek Kansas Reading Excellence funds will be provided from late August through October in Hays, Topeka, and Wichita. LEA representatives will be asked to bring along a profile of their districts and Quality Performance Accreditation (QPA) and Title I school improvement plans to demonstrate serious intent to apply. KSDE project staff will present information regarding the subgrant application process and content in a morning session. During the afternoon, institution of higher education (IHE) contractors will discuss with participants the criteria for programs based on scientifically based reading research, possible strategies for developing programs, and ways to provide professional development. In order to provide a balance of perspectives, IHE contractors will include an interdisciplinary team of researchers who coordinate assistance efforts to LEAs.

Sessions will explain criteria that providers of professional development will be expected to meet. Informational sessions will clarify that all instruction must be provided by staff who are certified in Kansas and trained in scientifically based reading research. Sessions will show LEAs how to build local capacity for professional development based on reading content and on scientifically based reading research. Informational sessions will share ways LEAs can build reading programs into school improvement plans.

Based on interest and need of applicants following these sessions, KSDE project staff and representatives of an institution of higher education (IHE) will provide **technical assistance for LEAs** interested in writing subgrant proposals for Kansas Reading Excellence funds. Technical assistance will be available by phone or visits from KSDE project staff or IHE representatives.

The Kansas State Department of Education (KSDE) will develop a competitive bid process, through a request for proposal, for institution of higher education (IHE) contractors to provide technical assistance to local educational agencies (LEAs) as they apply for subgrants. IHE contractors that are selected will ensure that local technical assistance meets *Reading Excellence Act* legislative requirements and is effective.

An informational session will be offered in October 1999 for interested parties wanting to provide the professional development needed for LEAs to implement scientifically based reading research programs and strategies. Notice of the session will be sent to institutions of higher education, districts qualified to apply for funds, well-known scientifically based reading research programs, and Comprehensive School Reform Demonstration programs with literacy-related activities. KSDE will seek assistance from CIERA, the National Research Council, the International Reading Association, or other organizations that summarize scientifically based reading research. Notice will also be provided in state and regional newspapers and on the KSDE website.

The session will be open to participants who have received specialized training in reading through master's level coursework or who are qualified to teach reading at an institution of higher education. **An additional requirement for a person providing professional development is willingness to provide continuous and ongoing professional development for an LEA for at least 50 hours during the two-year period.** The provider will be expected to provide direction and guidance for professional development that meets the specific requirements of Reading Excellence legislation. Professional development must be aligned with scientifically based reading research (see Application Packet, pages 5 and 6, for guidance on criteria).

Content of the session for interested professional development members includes an overview of the grant application requirements for reading programs, of possible strategies for program development, and of Kansas' Results-Based Staff Development model. KSDE project staff will give an overview of the expectations for the professional development provider and the participating LEA. A review of what qualifies as scientifically based reading research, as noted in the guidelines of the Application Packet, will follow. KSDE project staff will present information from the subgrant application (the Application Packet follows the Narrative section). The IHE contractors will give an overview of criteria for scientifically based reading research. Several reading programs will be used as examples, and participants will discuss how the reading programs would meet the qualifications for scientifically based reading research.

LEAs will **write subgrant applications from September through December 1999** and have the option to contract with IHE providers for technical assistance to write the application. LEAs will select qualified individual(s) to provide professional development and indicate their selection in the application.

Grants will be due December 1 and will be reviewed by a 15-member review panel.

The structure of the state review panel will parallel that of the federal review panel as stated in Section 2253, (c)(2)(B). The state review panel will include individuals who provide professional development to teachers of reading and to other instructional staff, based on scientifically based reading research. It will also include individuals who have highly relevant training, expertise, or experience that renders them competent to review subgrant proposals.

Review panel members will include representatives from Kansas Reading Professionals in Higher Education, American Educational Research Association, Literacy Volunteers of America, Head Start, and the Governor's Council, the reading and literacy partnership established in Kansas (see Narrative section (c)(3)(v) and Appendix 1 for more information on the Governor's Council). Representatives with expertise in special education from institutions of higher education, as well as providers of family literacy, adult education, and early childhood education, will also serve as reviewers. Panelists will include highly qualified individuals selected by the Commissioner of Education.

The review panel will meet for approximately two and a half days. KSDE project staff will **train reviewers on review criteria and rubrics for scoring the subgrant applications** during the first half-day. Reviewers will apply scoring rubrics that include a range of points and three corresponding categories: "marginal," "somewhat rigorous," and "most rigorous." To maintain consistency in scoring, the training will define a system that details how reviewers score points when part of a response to a particular category is marginal or somewhat rigorous and the remainder is most rigorous. Grants will be reviewed during the following two days. Three reviewers will read each grant.

Final approval of subgrants by the Kansas State Board of Education (KSBE) is anticipated in January 2000. Subgrants will be awarded to schools in February 2000.

Professional development coordinators and district representatives of LEAs receiving subgrants will meet in late February. The meeting will discuss the expectations of the grant award. Professional development coordinators will be given time to discuss approaches to professional development. They will also develop a plan to coordinate opportunities for sharing their work with schools not receiving grant funds. Schools will begin initial professional development for staff members, tutors, and parents.

KSDE project staff will coordinate **two meetings per year with professional development coordinators and representatives from LEAs who received subgrants.** In the meetings, staff will receive reports of progress according to the evaluation plan (see Goals 2 and 3 below). Subgrant coordinators from LEAs will network with fellow subgrant recipients. Schools and professional development providers will prepare presentations to share at area

conferences, such as the Kansas State Department of Education Annual Conference, the Kansas Reading Association, the Kansas Association of Education for Young Children, and the Kansas Adult Education Association. They will also share their progress and successes with other districts that are not in the project, through reports to the Governor's Council and to the Kansas State Board of Education. In the May 2002 meeting, participants will plan how to continue reading programs after the funding period ends.

KSDE project staff and IHE representatives will provide technical assistance to schools and professional development coordinators throughout each year. **Schools will regularly evaluate their program and provide annual updates of progress and evaluation results at the biannual meetings.** KSDE project staff will **visit each school twice** during the year. During school visitations project staff will provide technical assistance as needed, observe classrooms in action, and record anecdotal data. Anecdotal and observation data will become part of the overall evaluation.

Goal 2:

At the first technical assistance meeting of the LEAs receiving subgrants in February 2000, IHE contractors and KSDE staff will present a research design for Kansas Reading Excellence based on national studies, recommendations, and research questions. In addition, the research design will incorporate research questions from the state external evaluator and from LEA subgrant projects. Further detail on the research design is presented in section (B)(2)(iii) of the Narrative.

The final research design determined in the meeting will provide the framework for evaluation of LEA subgrant projects as LEAs implement professional development and programs of instruction based on scientifically based reading research. LEAs will collect data regularly and forward it to KSDE Planning and Research. LEAs will meet biannually to provide updates on progress in terms of the research design. LEAs will be provided assistance in how to use data to make program modification decisions.

Between the conclusion of the subgrant period in February 2002 and the end of the Kansas Reading Excellence grant period in June 2002, **LEAs will provide final summative evaluation data to KSDE Planning and Research. LEAs will submit a final report of subgrant project results to KSDE project staff.**

Goal 3:

As noted in Goal 2 above, **LEAs will follow a research design based on national studies, external evaluator research questions, and LEA research questions.** The Kansas State Department of Education (KSDE) will develop a competitive bid process, through a request for proposal, for an external evaluator to coordinate evaluation activities with LEAs receiving subgrants. The external evaluation contractor that is selected will ensure that the state evaluation (1) meets *Reading Excellence Act* legislative requirements and (2) is effective. **The external evaluator will compile and analyze LEA project data that have been collected and submit a final project evaluation by June 2002.** Specifications for project evaluation are presented in section (f) of the Narrative.

Goal 4:

KSDE project staff and subcontracted IHE representatives will meet regularly with KSDE Certification and Teacher Education staff and committees appointed by the Kansas State

Board of Education (KSBE) as standards for elementary reading teachers and licensure requirements continue to develop. Licensure redesign in Kansas proposes a shift to a developmental stages model for licensure. Pending anticipated KSBE approval of licensure redesign in late fall 1999, **committees will begin writing performance-based standards for the Early Childhood levels of the Language Arts Concentration that includes reading.** Standards will be aligned with Reading Excellence training requirements (see Competitive Priority section following the Narrative for further explanation of licensure redesign).

(b) (2) (i) The extent to which the proposed project will be coordinated with similar or related efforts, and with other appropriate community, State, and Federal resources

Through high-quality LEA subgrant programs, the Kansas Reading Excellence Grant will be coordinated with a number of ongoing staff development, school reform, and literacy programs that impact the effectiveness of literacy programs and lead to improved student performance. LEAs will explain how they will structure instructional components, professional development activities, programs based on scientifically based reading research, coordination, and measures of impact as outlined in the rubrics of the Application Packet.

To avoid duplication of effort, LEA applications will be reviewed for **evidence of true coordination - how Kansas Reading Excellence programs will supplement ongoing programs as well as how ongoing programs will support Kansas Reading Excellence programs.** Applications will demonstrate **how professional development based on scientifically based reading research will train all teachers of reading.** Coordination with local, state, and federal resources at work in Kansas staff development, school reform, and literacy programs will avoid duplication of effort and provide maximum results. The sections that follow describe ongoing literacy programs and professional development initiatives relative to Reading Excellence goals.

A description of how the state educational agency will build on, and promote coordination among, literacy programs in the state (including federally funded programs such as the Adult Education and Family Literacy Act and the Individuals with Disabilities Education Act), in order to increase the effectiveness of the programs in improving reading for adults and children and to avoid duplication of the efforts of the programs (E)(i)

Literacy Programs in Kansas

Children ages 3 through 8 benefit from a focus on reading in a number of Kansas education programs. Through high-quality local educational agency (LEA) reading programs, the Kansas Reading Excellence Grant will be coordinated with a number of ongoing literacy programs. Coordination with local, state, and federal resources available in Kansas will avoid duplication of effort and provide maximum improvement of student performance. All schools competing for Kansas Reading Excellence subgrants will show coordination of efforts. The criteria for selection of LEAs clearly address coordination efforts with programs for pre-kindergarten, kindergarten, and grades 1 through 6. As stated in sections 4, 8 and 9 of the Local Reading Improvement application in the Application Packet, schools will be required to respond to the following questions.

4. Describe how the local educational agency will:
 - (a) provide instruction in reading to children with reading difficulties who—

- are at risk of being referred to special education based on these difficulties; or
 - have been evaluated under Section 614 of the Individuals with Disabilities Education Act but, in accordance with section 614(b)(5) of such Act, have not been identified as being a child with a disability (as defined in Section 602 of such Act);
- (b) promote reading and library programs that provide access to engaging reading material; and
- (c) coordinate the grant activities and strategies as outlined in the school improvement plans.
8. (a) Describe how the applicant will ensure that funds available under this part, and funds available for reading instruction for kindergarten through grade 6 from other appropriate sources, are effectively coordinated, and, where appropriate, integrated with funds under this Act in order to improve existing activities in the areas of reading instruction, professional development, program improvement, parental involvement, technical assistance, and other activities that can help meet the purposes of this part.
- (b) Describe how and with whom the LEA will form a partnership with one or more community-based organizations of demonstrated effectiveness in early childhood literacy, and reading readiness, reading instruction, and reading achievement for both adults and children, such as a Head Start program, family literacy program, public library, or adult education program, to carry out the functions of this program.
- (c) Describe how the applicant will enter into an agreement with a person or entity responsible for the development of each program or a person with experience or expertise about the program and its implementation, under which the person or entity agrees to work with the local educational agency and the schools in connection with such implementation and improvement efforts.
9. Describe how the applicant:
- (a) will carry out professional development for the classroom teacher and other instructional staff on the teaching of reading based on scientifically based reading research;
 - (b) will provide family literacy services based on programs such as the Even Start family literacy model authorized under Part B of Title I, to enable parents to be their child's first and most important teacher;
 - (c) will carry out programs to assist those kindergarten students who are not ready for the transition to first grade, particularly students experiencing difficulty with reading skills; and
 - (d) will use supervised individuals (including tutors), who have been appropriately trained using scientifically-based reading research, to provide additional support, before school, after school, on weekends, during non-instructional periods of the school day, or during the summer, for children preparing to enter kindergarten and students in kindergarten through grade 3 who are experiencing difficulty reading.

School Readiness Programs

School readiness programs provide a good foundation at the pre-kindergarten level for later school years. Some districts include preschool services for students who are less than 5 years old. Preparing children to enter school includes supporting parents in practicing good parenting skills, stimulation of children's natural curiosity to learn, and participation in literacy activities and practice with quality providers. A higher academic achievement level, especially in reading, is the payoff for children who have had coordinated experiences in pre-kindergarten and family literacy programs (Snow, Burns, & Griffin, 1998). Kansas school readiness programs are described in the following sections.

Kansas Programs for 4-Year-Old At-Risk Children

Recent action by Kansas legislators and the governor provides funds for programs for 4-year-old at-risk children. The funds are provided through the state aid formula, and each participant is counted as a half-time student for funding purposes. Programs serving 1,350 children in 44 districts were selected based on needs of participating children and the quality standards for early childhood education adopted by the Kansas State Board of Education. In order to receive funding, programs need to provide a high-quality developmentally appropriate early childhood curriculum. To ensure success of 4-year-old at-risk participants in regular school programs, each program needs to coordinate with kindergarten programs in the district, involve parents in supporting the educational growth of their children, and provide support services.

Of the districts eligible for Kansas Reading Excellence subgrants, 14 districts have 4-year-old at-risk programs. These program services will complement Kansas Reading Excellence programs. LEAs will explain how they will align services in response to the following question in the Local Reading Improvement (LRI) application (the full text is above and in section 8 of the Application Packet, page 39).

8. (b) Describe how and with whom the LEA will form a partnership with one or more community-based organizations of demonstrated effectiveness in early childhood literacy, and reading readiness, reading instruction, and reading achievement for both adults and children, such as a Head Start program, family literacy program, public library, or adult education program, to carry out the functions of this program.

Even Start Family Literacy Services

Kansas Reading Excellence efforts will be coordinated with the local, state, and federal resources of the Kansas Even Start Family Literacy program, which will serve as a model for family literacy programs that LEAs develop. LEA applicants will indicate how they will provide family literacy services in response to section 8 as shown above. In addition, applicants will respond to the following question in section 9 of the LRI rubric. Requirements of sections 8 and 9 are detailed in the Application Packet, pages 39 through 42.

9. Describe how the applicant:
 - (b) will provide family literacy services based on programs such as the Even Start family literacy model authorized under Part B of Title I, to enable parents to be their child's first and most important teacher.

The Kansas Even Start Family Literacy program provides family literacy services to parents and children through U.S. Department of Education Even Start and Migrant Even Start funds. In 1997-98, six Even Start and seven Migrant Even Start programs served 481 families (Lambson, Treffeisen, & Yarnell, 1998). The programs partner with more than 140 partners for core and support services, representing state and local agencies, community colleges, community-based organizations, businesses, and other programs.

Current family literacy services include transition support for children (into kindergarten) and for adults (into the workforce). Services have been patterned after the four components of the "Quality Family Literacy Programs" model (National Center for Family Literacy, 1992). Components include early childhood education, adult education, intergenerational activities, and parent education.

Kansas Even Start Family Literacy program sites report substantial impact in their communities. For many sites family literacy has impacted education reform efforts in the local educational agency, in support of National Education Goals for (1) school readiness and (8) parent involvement in education. Site observers reported children were better prepared to enter kindergarten, districts were developing ways to better "align the preschool and kindergarten curriculum," and one district included Even Start in its Title I school improvement process. Parent impact as a result of Even Start includes increased involvement in children's education and improved parenting skills (Lambson, Treffeisen, & Yarnell, 1998). Because of the positive impact of the Kansas Even Start Family Literacy program, Even Start will serve as a model for local educational agencies to follow in establishing family literacy programs as part of Kansas Reading Excellence subgrants.

Furthermore, family literacy services will be required to meet the definition stated in *Amendments to Even Start Family Literacy Programs*, Section 202 (3). This section defines family literacy services as those "provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family and that integrate all of the following activities:

"(A) Interactive literacy activities between parents and their children.

"(B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.

"(C) Parent literacy training that leads to economic self-sufficiency.

"(D) An age-appropriate education to prepare children for success in school and life experiences."

As districts develop family literacy services with Kansas Reading Excellence subgrant funds, existing Even Start programs will be able to share insights into successfully developing partnerships, recruiting families, and demonstrating impact. Additional families will benefit from Kansas Reading Excellence family literacy efforts as they participate in early childhood activities, adult literacy classes, parent training and support, and intergenerational activities.

Adult Education and Family Literacy

Kansas Reading Excellence family literacy efforts, through LEA subgrant programs, will also be coordinated with resources of the Adult Education and Family Literacy programs under Title II of the *Workforce Investment Act*. Kansas Adult Education Centers provide outreach for adult basic skills in virtually every area of Kansas. Currently adult education programs serve more than 17,000 adults, with rapidly growing outreach efforts to more than 4000 adults with limited English proficiency (Glass, 1999).

The focus of adult education programs on life skills and employability skills is complementary to goals of family literacy programs. Adult education programs use the CASAS

assessment tool and instructional materials to provide this focus for adult learners. They also expose adults to the culture of work by offering transition services (Glass, 1999). For example, as part of the adult curriculum, parents will have the opportunity to job shadow onsite in a business or factory. As parents learn new skills for the workplace and transition to a new career, children will learn what is expected of their parents at work and what work opportunities may be available when they are grown.

In informational sessions, applicant LEAs will be encouraged to access existing adult education resources as they create family literacy partnerships for their programs. LEA response to section 8 of the LRI application will show the extent of coordination (see Application Packet, pages 39 and 40).

IDEA Services for Pre-School Children

Kansas Reading Excellence services for young children will also be coordinated with IDEA resources. Districts are required by state law (in compliance with federal law) to attempt to identify and provide services for children with disabilities who are not yet school-aged. Districts receive funding for these students through the state special education aid program.

In Kansas, a variety of services are offered for young children under Part B of the *Individuals with Disabilities Education Act* (IDEA). A preschool mandate to provide services for children ages 3 through 5 years with disabilities took effect in 1991. Schools are required to have a system in place where screening is available at least monthly (Dermyer & Campbell, 1996). A developmental screening is provided, along with a hearing and vision screening. If a screening shows that there is a potential delay or disability, a school team does an evaluation to determine if the child is eligible for early childhood special education services.

If the evaluation determines that the preschool child is not eligible for services under IDEA, the school team helps the family to find other services. A child with reading difficulties who was not determined to have a disability could also be evaluated as part of an at-risk program, through a Title I preschool program, or through an Even Start program, as available (Campbell, 1999). LEAs will describe how they will provide appropriate instructional services in response to questions found in section 4 of the rubric (see below and page 33 of the Application Packet).

4. (a) Describe how the local educational agency will:
provide instruction in reading to children with reading difficulties who—
 - are at risk of being referred to special education based on these difficulties; or
 - have been evaluated under Section 614 of the *Individuals with Disabilities Education Act* but, in accordance with section 614(b)(5) of such Act, have not been identified as being a child with a disability (as defined in Section 602 of such Act); and
- (b) coordinate the grant activities and strategies as outlined in the school improvement plans.

Kindergarten to Grade 3 Literacy Services

LEAs receiving subgrants will coordinate programs, strategies, and interventions based on scientifically based reading research implemented in kindergarten through grade 3 with related services provided in their district. As outlined in sections 8 and 9 of the LRI rubric, LEA applicants must respond to the following questions.

8. (a) Describe how the applicant will ensure that funds available under this part, and funds available for reading instruction for kindergarten through grade 6 from other appropriate sources, are effectively coordinated, and, where appropriate, integrated with funds under this Act in order to improve existing activities in the areas of reading instruction, professional development, program improvement, parental involvement, technical assistance, and other activities that can help meet the purposes of this part.
 - (c) Describe how the applicant will enter into an agreement with a person or entity responsible for the development of each program or a person with experience or expertise about the program and its implementation, under which the person or entity agrees to work with the local educational agency and the schools in connection with such implementation and improvement efforts.
9. Describe how the applicant:
- (a) will carry out professional development for the classroom teacher and other instructional staff on the teaching of reading based on scientifically based reading research;
 - (c) will carry out programs to assist those kindergarten students who are not ready for the transition to first grade, particularly students experiencing difficulty with reading skills.

Related services that LEAs receiving subgrants will coordinate with, if available, are described in the following sections.

Title I Reading Services

Another way schools will coordinate Kansas Reading Excellence resources is with ongoing Title I reading services (see sections 4 and 8 of the LRI scoring rubric on pages 33, 39, and 40 of the Application Packet). LEA applicants will be expected to respond to the following questions:

4. (a) Describe how the local educational agency will:
 - provide instruction in reading to children with reading difficulties who—
 - are at risk of being referred to special education based on these difficulties; or
 - have been evaluated under Section 614 of the Individuals with Disabilities Education Act but, in accordance with section 614(b)(5) of such Act, have not been identified as being a child with a disability (as defined in Section 602 of such Act); and
 - (c) coordinate the grant activities and strategies as outlined in the school improvement plans.
8. (a) Describe how the applicant will ensure that funds available under this part, and funds available for reading instruction for kindergarten through grade 6 from other appropriate sources, are effectively coordinated, and, where appropriate, integrated with funds under this Act in order to improve existing activities in the areas of reading instruction, professional

development, program improvement, parental involvement, technical assistance, and other activities that can help meet the purposes of this part.

Title I of the *Elementary and Secondary Education Act* amended by the *Improving America's Schools Act* of 1994 is designed to assist schools in helping low-income and low-achieving children reach the challenging standards developed for all children.

To assist all children to achieve rigorous standards, the *Improving America's Schools Act* promotes the formation of new partnerships, particularly home-school partnerships, to help address more completely the full range of student needs that impact on their learning. School programs and policies on parent involvement are particularly important for parents who may be less sure about how to help their children become successful in school. When schools work together with families to support learning, children are inclined to succeed not just in school but throughout life (KSDE, 1998; Henderson and Berla, 1994).

All 82 school districts that are eligible for Kansas Reading Excellence subgrants have attendance centers that are on Title I school improvement status or that have the two highest poverty numbers or percentage rates in the district. The socioeconomic indicator for poverty that the Kansas State Department of Education (KSDE) uses is the number of students eligible to receive free and reduced-price lunches under the National School Lunch Program. This same measure of eligibility may be used to determine poverty rates and poverty numbers for attendance centers in districts that receive Title I funds and that are eligible to apply for Kansas Reading Excellence subgrants. Other poverty measures are indicated in the Kansas Reading Excellence guidelines (see pages 1 and 2 of the Application Packet).

According to the guidelines, only districts are eligible that:

- Have at least one school eligible for school improvement under section 1116 (c) of Title I in the geographic area served;
- Have the largest, or second largest, number of children who are counted under section 1124 (c), in comparison to all other local educational agencies in the state; or
- Have the highest, or second highest, school-age child poverty rate in comparison to all other local educational agencies in the state.

Furthermore, participating attendance centers must be on Title I school improvement status, have the highest or second highest number of poor children in the LEA, or have the highest or second highest percentage of poor children in the LEA. Kansas Reading Excellence subgrants will assist these schools to meet school improvement goals. **As a result of meeting school improvement goals, schools will no longer be recognized for Title I school improvement status.**

Specific reading programs that are funded through Title I and additional coordinated funds include *Kansas Accelerated Literacy Learning* and *Reading Recovery*. These programs are gaining widespread use in Kansas. While not required to select either program, many LEAs seeking Kansas Reading Excellence funds may choose to select one of these programs as part of their subgrant project.

Kansas Accelerated Literacy Learning (KALL)

Another way young children in Kansas receive reading services is through the *Kansas Accelerated Literacy Learning (KALL)*. *Kansas Accelerated Literacy Learning* program (KALL) provides intervention for children in kindergarten through second grade who are at risk of failing to learn to read. Instruction is provided outside of the classroom in a one-to-one or small group

setting. In addition, first grade classroom teachers and parents receive information and support to ensure the best possible instruction for all first-grade students. The *KALL* program is based on the research in emergent literacy, beginning reading, and reading intervention (Nielsen, 1993 and 1998).

The *KALL* program has its roots in an intervention program called Accelerated Literacy Learning at the University of South Florida. The University of Kansas piloted the *KALL* program in 1993 in Lawrence and Topeka. A model for dealing with readers considered most at risk, the Emergent Reader group, was later piloted. Reading services based on the *KALL* model assist children in Olathe, Council Grove, and Kansas City as well as Lawrence and Topeka (Nielsen, 1998).

Studies of the effectiveness of *KALL* in individualized, small group, and emergent reader group instruction have been done since 1993 and continue to be done. The program follows children as they move on to higher grades by using informal and formal measures of reading achievement. The *KALL* program serves as a model component for providing reading services to young children that local education agencies could consider as they design their Kansas Reading Excellence programs. Additional detail about the structure and components of the *KALL* program is in Appendix 5. Appendix 5 also includes a chart comparing features of *KALL* with the *Reading Recovery* program.

Reading Recovery Centers in Kansas

LEAs may choose to coordinate Reading Excellence subgrants with ongoing *Reading Recovery* programs. The *Reading Recovery* program model is directed at low-achieving young readers. *Reading Recovery* is an "early intervention program that brings first graders, who are at risk of reading failure, up to the reading level of the average band of readers in their first grade classroom. The program's success is evidenced by the positive results of extensive research done by following students' reading progress for a period of several years after they have completed *Reading Recovery* instruction" (Emporia State University website, 1999). It utilizes specific reading instructional techniques and strategies in daily one-on-one sessions with a program-trained teacher over an average period of 12 to 20 weeks. The program has served more than 900 students since its inception in the state in 1993 in the Winfield school district. Kansas established a second *Reading Recovery* Center at Great Bend more than five years ago. Over 80% of those who participated were successful in learning to read at the average reading level of their class (KSBE, 1998b). *Reading Recovery* could be considered as one component of an LEA's program of instruction.

Comprehensive School Reform Demonstration

In line with the vision of Title I schoolwide programs that seek to improve the total education system of schools, Comprehensive School Reform Demonstration (CSR/D) programs aim to substantially improve student achievement (Education Funding Research Council, 1998). Kansas was selected as one of seven states that participated in the U.S. Department of Education pilot field evaluation of Comprehensive School Reform Demonstration programs in November 1998 (USDOE, March, 1999).

Although any district in Kansas may apply for Comprehensive School Reform Demonstration Program funds for individual schools, high priority for funding is given to Title I schools that have been identified for Title I school improvement. Schools receiving CSR/D

funding need to implement comprehensive programs that are based on reliable research and effective practices and that include an emphasis on basic academics and parental involvement.

Many of the 16 attendance centers with CSRD programs are in districts that are eligible for Kansas Reading Excellence subgrants and that currently use research-based models for reading, such as *Success for All*. Because of a shared emphasis on effective, research-based practices, on parental involvement, and on reading basics, Kansas Reading Excellence programs in LEAs will be closely coordinated with ongoing Comprehensive School Reform Demonstration (CSRSD) programs, particularly those in buildings with Title I school improvement status. Requirements are detailed in sections 4 and 8 of the LRI scoring rubric on pages 33, 39, and 40 of the Application Packet.

IDEA Services for School-Age Children

IDEA services continue to be offered for school-age children under Part B of the *Individuals with Disabilities Education Act* (IDEA). After age 5, each school building has a team whose members consider children referred for academic problems. Referral to the school team may be based on indications such as teacher observation of reading difficulties or a low performance level on a reading diagnostic or state assessment. School team members brainstorm about what kinds of general intervention could be tried, including different instructional strategies or one-to-one support. After several team meetings, the team may begin the process of determining the child's eligibility for services. If the school-age young child is not eligible for services under IDEA, the school team, with parental input, would consider other services available in the district.

Therefore, a child with reading difficulties who has been determined not to have a disability could also be evaluated as part of an at-risk program, through a Title I preschool program, or through an Even Start program, as available (Campbell, 1999). LEAs will describe how they will provide appropriate instructional services in response to questions found in section 4 of the LRI rubric (see page 33 of the Application Packet).

Literacy Resources

An available resource that LEAs, libraries, and interested adults may access is the Kansas State Library Literacy Program. Resources of the Kansas State Library Literacy Program include a variety of services which districts receiving Kansas Reading Excellence subgrants could choose to access for their programs. The Kansas State Library Literacy Program provides current information to literacy programs that assist adults and children to learn to read better. The Kansas State Library Literacy Program also offers information on volunteer management. The program serves 116 literacy programs, as well as more than 300 libraries and other agencies in Kansas.

The services of the Kansas State Library Literacy Program include literacy consulting and technical assistance. Staff members offer assistance with program development, tutor training, and volunteer management. They are also available for presentations on literacy issues and reading in workshops. The Kansas State Library Literacy Program houses an extensive collection of video and print materials and maintains listings of national, regional, state, and local providers.

In addition, the Kansas State Library Literacy Program is a co-sponsor of the Read to Kids-Kansas family reading initiative. This ongoing initiative encourages parents and children to share reading on a daily basis. The Read to Kids-Kansas program is a statewide initiative to

support family reading. On October 12, 1998, Kansas Governor Bill Graves declared November 15-21, 1998, "Read to Kids - Kansas Week." The proclamation "recognized that the single most important activity for building the knowledge required for success in reading is reading to children." The Governor urged "all Kansas parents to read to their children 20 minutes a day this week and every week of their children's childhood" (Kansas State Library, 1999). The purpose of Read to Kids-Kansas is to achieve "the goal that every child in Kansas, from the age of six months to ten years, will be read to... for twenty minutes, every day."

Applicants for Kansas Reading Excellence subgrants will receive information about Kansas State Library Literacy Program resources in informational sessions and must respond to the following question (from section 4 of the LRI rubric on page 33 of the Application Packet).

4. Describe how the local educational agency will:
 - (b) promote reading and library programs that provide access to engaging reading material

Literacy Tutoring

The last area of coordination is literacy tutoring services. Districts planning to use trained literacy tutors will need to coordinate with or replicate existing literacy tutoring services, as required in sections 8 and 9 of the LRI rubric (on pages 39 through 42 of the Application Packet). LEA applicants for Tutorial Assistance Subgrants will ensure oversight for the quality and effectiveness of tutorial assistance providers as they respond to the following questions in section 8 of the TAS application (see page 61 in the Application Packet).

8. Describe how the LEA:
 - (a) will ensure oversight of the quality and effectiveness of the tutorial assistance provided by each tutorial assistance provider that is selected for funding.
 - (b) will provide for the termination of contracts with ineffective and unsuccessful tutorial assistance providers (as determined by the local educational agency based upon the performance of the provider with respect to the goals and timetables contained tutorial assistance providers.
 - (c) will provide to each parent of a participating child who requests such information for the purpose of selecting a tutorial assistance providers for the children, in a comprehensive format, information with respect to the quality and effectiveness of the tutorial assistance.

Trained literacy tutors can impact a child's reading skills positively. Staff members in the *America Reads* program stress that

There is no one simple model for training volunteers as there are many types of tutoring interventions and the training must be tailored for the type of tutoring intervention chosen as well as and more importantly the children's or adults' (if in a family literacy program) needs (Rasco, 1999).

Seventeen universities, colleges, or community colleges within Kansas join the more than 1000 institutions nationwide that have *America Reads* tutoring programs in partnership with schools (Shoop, 1998). Another way trained tutors in Kansas may work with young children in

literacy is through programs such as AmeriCorps. Currently, Kansas Office for Community Service, AmeriCorps, and Learn and Serve America have literacy tutoring programs in Dodge City Community College, Cowley County Community College, and Fort Hays State University. In addition, three community-based and 12 school-based Learn and Serve America programs offer literacy tutoring which includes pre-kindergarten up to grade 3 students (Kells, 1999).

A separate AmeriCorps program provides 26 VISTA volunteers in Title I-eligible Wichita schools to build volunteer literacy tutoring capacity and institutionalize research-based literacy programs. If selected for Kansas Reading Excellence subgrants, projects will coordinate with the AmeriCorps*VISTA resources that benefit more than 5000 low-income pre-K through grade 3 students who are gaining needed literacy skills in family-literacy and extended-day tutoring programs (Niernberg, 1999).

A description of how the state educational agency will ensure that professional development activities related to reading instruction and provided under this part are coordinated with other state and local level funds and used effectively to improve instructional practices for reading, and to improve instructional practices for reading (B)(2)(i)(I)

Professional Development Initiatives for Reading

Several initiatives for professional development have trained and will continue to support teachers of reading in Kansas. **All Kansas Reading Excellence projects will be based on the Kansas results-based staff development model.** The Kansas Reading Excellence Grant will be coordinated with existing professional development programs through high-quality LEA subgrant programs, to avoid duplication of effort and to provide maximum impact. Applications will need to demonstrate how professional development based on scientifically based reading research will provide training to all teachers of reading and will be further applied throughout the entire elementary school and for providers of related services within the district. In sections 4, 5, 7, 8, and 9 of the LRI application, LEA applicants will explain the extent of coordination in response to the questions below (see pages 33, 34, and 37 through 42 in the Application Packet).

4. (a) Describe how the local educational agency will:
provide instruction in reading to children with reading difficulties who—
-- are at risk of being referred to special education based on these difficulties; or
-- have been evaluated under Section 614 of the Individuals with Disabilities Education Act but, in accordance with section 614(b)(5) of such Act, have not been identified as being a child with a disability (as defined in Section 602 of such Act);
(b) promote reading and library programs that provide access to engaging reading material; and
(c) coordinate the grant activities and strategies as outlined in the school improvement plans.
5. Describe how parents, tutors, and early childhood education providers will be assisted by, and participate in, literacy-related activities receiving financial assistance under this part to enhance children's reading instruction.
7. Describe the professional development activities for classroom teachers and other instructional staff on the teaching of reading based on scientifically-based reading

research, including tutorial staff. Explain how this professional development will be high-quality and on-going results-based professional development that will result in continuous improvement of the instructional staff. Include a timeline of the professional development activities that will take place and the qualifications of the individuals who will provide those continuous services.

8. (a) Describe how the applicant will ensure that funds available under this part, and funds available for reading instruction for kindergarten through grade 6 from other appropriate sources, are effectively coordinated, and, where appropriate, integrated with funds under this Act in order to improve existing activities in the areas of reading instruction, professional development, program improvement, parental involvement, technical assistance, and other activities that can help meet the purposes of this part.
 - (b) Describe how and with whom the LEA will form a partnership with one or more community-based organizations of demonstrated effectiveness in early childhood literacy, and reading readiness, reading instruction, and reading achievement for both adults and children, such as a Head Start program, family literacy program, public library, or adult education program, to carry out the functions of this program.
 - (c) Describe how the applicant will enter into an agreement with a person or entity responsible for the development of each program or a person with experience or expertise about the program and its implementation, under which the person or entity agrees to work with the local educational agency and the schools in connection with such implementation and improvement efforts.
9. Describe how the applicant:
- (a) will carry out professional development for the classroom teacher and other instructional staff on the teaching of reading based on scientifically based reading research;
 - (b) will provide family literacy services based on programs such as the Even Start family literacy model authorized under Part B of Title I, to enable parents to be their child's first and most important teacher;
 - (c) will carry out programs to assist those kindergarten students who are not ready for the transition to first grade, particularly students experiencing difficulty with reading skills; and
 - (d) will use supervised individuals (including tutors), who have been appropriately trained using scientifically-based reading research, to provide additional support, before school, after school, on weekends, during non-instructional periods of the school day, or during the summer, for children preparing to enter kindergarten and students in kindergarten through grade 3 who are experiencing difficulty reading.

Kansas Results-Based Staff Development Model

Quality Performance Accreditation (QPA) and the Kansas Inservice Education Opportunities Act (1994) call for staff development that leads to "improved student learning through improved teaching skills" (KSDE, September, 1998). The Kansas State Department of Education (KSDE) uses a results-based staff development model (Joyce & Showers, 1995) of

five steps: introduction to new material, low-risk practice, full implementation, mentoring of colleagues, and annual evaluation of effectiveness.

Results-based staff development focuses on the results of staff development for students, teachers and administrators, schools, and organizations. The building plan of action includes a district five-year in-service plan, staff development priorities aligned with QPA school improvement plan, and individual teacher development plans. The QPA requirements for these plans are described in the State Inservice Education Opportunities Act, which provides funding for staff development in Kansas. In 1994 the act was amended and called for districts to

- (1) develop policies and plans for the provision of inservice education programs based on identified needs at the individual building and school district levels;
- (2) provide for inservice education programs anytime during the school year;
- (3) include measures for assessing the impact of programs on the improvement of the skills of certified personnel and the improvement of the academic performance of students; and
- (4) align the inservice education program with the mission, academic focus and QPA school improvement plan (KSDE, September, 1998).

Recent research in Georgia found that higher achieving schools focus their staff development on student achievement (Harkreader & Weathersby, 1998). Effective staff development that focuses on improving student performance includes several characteristics. Teachers and stakeholders use student achievement and assessment data to determine gaps in student performance. Based on identified needs of students, they collaboratively select staff development that will impact student performance and then monitor the changes in student performance that result from staff development (Harkreader & Weathersby, 1998). Use of results-based staff development focusing on student achievement will ensure that LEAs receiving Kansas Reading Excellence funds **implement professional development programs based on scientifically based reading research that will close the achievement gaps between student groups and increase overall reading achievement for all students.**

Federal Funds Used To Support Kansas Results-Based Staff Development Model

Kansas Reading Excellence subgrants will also be coordinated with local, state, and federal resources of Goals 2000, Title I, Title II, IDEA, and Adult Education and Family Literacy, as indicated above and in sections 4, 5, 7, 8, and 9 of the LRI application. A description of current uses of federal funds in support of results-based staff development follows.

Goals 2000: Educate America Act

In Kansas, the Goals 2000 subgrant program was designed to coordinate ongoing implementation of the Kansas Quality Performance Accreditation (QPA) process in spirit and intent. Subgrant awards most often provide the needed resources to put a local school improvement plan into action. Local Reform subgrants focus on school improvement initiatives at both the district and individual school levels. They are designed to support or accelerate the implementation of a local improvement plan and activities or strategies identified through the Quality Performance Accreditation process.

Since 1995, Kansas Goals 2000 funds have also been awarded as Preservice/Professional Development subgrants designed to encourage partnership arrangements between local education agencies and teacher education programs. The subgrants were also awarded to promote

alignment of teacher education with Kansas' education standards and to develop an infrastructure for change in Kansas' teacher development systems.

Many of the Goals 2000 projects in Kansas involve improving professional development opportunities. For example, the Kansas Teacher Development Coalition, a Goals 2000 subgrantee, provides a policy-based forum for collaboration and problem solving and seeks to develop a seamless system for teacher development in Kansas. In 1997-98, this subgrant involved 111 districts serving 86,261 students and "focused on collaborative teacher training partnerships with the goal of developing the strongest teaching force possible" (Seltzer & Lambson, 1999).

The Kansas Teacher Development Coalition has identified several best practice programs across Kansas that involve literacy improvement (Teacher Development Coalition, 1999).

Districts receiving Kansas Reading Excellence subgrants may choose to incorporate elements of best practice models into their project design.

In Kansas Reading Excellence subgrant applications, **LEAs with Local Reform or Preservice/ Professional Development Goals 2000 subgrants will explain how they will coordinate Goals 2000 activities** with proposed Kansas Reading Excellence programs.

Title I

Title I has provided staff development funds for several activities and ongoing professional development. These activities include state-funded professional development initiatives such as the training of trainers for Kansas Curricular Standards for Reading and Writing, Straight Talk: Beginning Reading Conference, Kansas Reading Summit, and locally funded professional development initiatives such as Success for All, Reading Recovery, and the KALL program. Descriptions of these professional development activities are below.

Kansas Reading Excellence efforts will also be coordinated with the Title I resources of the Kansas Even Start Family Literacy program. LEAs will explain how Title I professional development funds will be coordinated with Reading Excellence funds through the coordination section of the subgrant proposal, as stated in Section 8 of the LRI application (see pages 39 and 40 of the Application Packet).

Title II

A portion of Title II Eisenhower funds for 1998-99 were used to fund the Training of Trainers on diagnostic assessments and literacy strategies for all kindergarten through fifth grade teachers (See Training of Trainers section of the Narrative below). Each district has used funds to coordinate reading professional development. Continuing to focus on improvement of reading at local and state levels through Kansas Reading Excellence professional development based on scientifically based reading research will ensure that all professional development efforts are aligned and supported.

IDEA

Kansas Reading Excellence professional development strategies will also be coordinated with local, state and federal resources and goals for state policy, school-family-community partnerships, early childhood, and quality issues for personnel development in Kansas' State Improvement Plan for Special Education. LEAs receiving Kansas Reading Excellence subgrants that coordinate with the Kansas State Improvement Plan for Special Education will have access

to resources for systemic change that strengthen Kansas Reading Excellence efforts. The State Improvement Plan focuses on systemic improvements affecting the achievement of rigorous standards for all students, including those with disabilities, within the general education setting. This plan partners with the Office of the Governor, Families Together Inc. (a federally funded non-profit parent training and information center), Head Start, and the University of Kansas Online Academy.

In turn, the Kansas State Improvement Plan coordinates its resources with a number of projects impacting professional development of early childhood educators statewide, including IDEA Title VI-B set aside projects, Kansas Inservice Training System (KITS), the Associated Colleges of Central Kansas, and the Online Academy. The state's systems change efforts in transition and personnel preparation, as well as efforts to stimulate continuous improvement in local capacity through Title VI-B set aside projects, have produced effective strategies for systems change.

The Kansas Inservice Training System (KITS) delivers coordinated training and professional development on Quality Standards (see Kansas State Board of Education Goals section below) to early childhood educators. The Associated Colleges of Central Kansas sponsor Early Intervention seminars, which bring together early childhood and early childhood special education faculty from around the state.

The Online Academy at the University of Kansas provides a federally funded research-to-practice program delivering online professional development modules in reading and technology for teachers. Teachers of reading who work with young children may access online modules for credit through a university or college that makes arrangements for delivery with the Online Academy.

IDEA funds are also used to support the trainers for the second grade diagnostic assessment and intervention strategies. As stated earlier, all students are required to be tested regardless of their identification as a student using IDEA services.

Emphasis of the Kansas State Improvement Plan on statewide systemic change to provide quality professional development to teachers of reading, to assist all children to achieve high standards in reading, and to strengthen parent involvement in children's education will support Kansas Reading Excellence strategies. LEA applicants will explain coordination in response to section 8 of the LRI rubric (see pages 39 and 40 of the Application Packet).

Coordinated Efforts of Title I, Title II, and IDEA

Training of Trainers

Through coordinated funds from Title I, Title II, and IDEA, a core group of Kansas trainers have been trained to provide assistance to teachers regarding the interpretation of the standards, aligned strategies, and the new assessment program. Staff development has been provided for school staff responsible for administering and interpreting the results of the second grade diagnostic. In 1998-99, state and local funds were used to provide 55 trainings for 449 teachers on how to administer diagnostic assessments. Teachers also learned strategies based on scientifically based reading research that assist children who are not performing on grade level. The core group of trainers is available to expand services to provide further research-based training to Kansas Reading Excellence subgrantees on specialized aspects of reading instruction.

Straight Talk: Beginning Reading Conference

In November 1998, the Kansas State Department of Education (KSDE) co-sponsored a Straight Talk: Beginning Reading Conference with the International Reading Association. The conference targeted staff reading teams from school districts, particularly reading specialists and primary teachers. The conference began a statewide discussion about research found in *Preventing Reading Difficulties in Young Children* (Snow, Burns, & Griffin, 1998). Reading experts Tim Shanahan, Kathy Short, and Diane Nielsen were brought in to present on recent research in reading and best practices from around the country.

Throughout the conference, participants were able to attend sessions on programs based on scientifically based reading research, such as *Reading Recovery*, *Success for All*, and *Kansas Accelerated Literacy Learning*. The conference showcased successful reading practices in the state and Kansas use of these model programs.

Kansas Reading Summit

Discussions begun in the Straight Talk: Beginning Reading Conference will continue during the Kansas Reading Summit. On September 26 and 27, 1999, KSDE will sponsor the Kansas Reading Summit, which is targeted to primary reading teachers, community organizations, and businesses. Its purpose is to assist community leaders, businesses, legislators, school board members, and local school personnel to work collaboratively on community-based reading initiatives.

The Kansas Reading Summit is offered in support of the national education goal to have all children reading by third grade. At the Kansas Reading Summit, KSDE project staff will continue to disseminate reading research from *Preventing Reading Difficulties in Young Children* (Snow, Burns, & Griffin, 1998) and *Starting Out Right* (Burns, Griffin, & Snow, 1998). The Reading Summit will provide the most current research-based information on best practices and show participants how to apply best practices locally.

Locally Funded Professional Development Initiatives

Success for All Professional Development

Success for All offers a "comprehensive approach to restructuring schools, especially those serving students placed at risk, to ensure that every child learns how to read" (Herman, 1999). The approach of *Success for All* is based on scientifically based reading research and includes extensive professional development as schools begin implementation, followed by technical assistance and support for at least three years (Herman, 1999; Slavin, Madden, Karweit, Livermon, & Dolan, 1990; Slavin, Karweit, Wasik, Madden, & Dolan, 1994; Slavin, Madden, Dolan, Wasik, Ross, Smith, & Dianda, 1996). *Success for All* professional development programs in LEAs selected for Kansas Reading Excellence subgrants will need to be coordinated with ongoing professional development initiatives, including results-based staff development and, if awarded, Comprehensive School Reform Demonstration programs. Requirements for coordination are detailed in sections 3, 7, 8, and 9 of the LRI rubric (on pages 32 and 37-42 in the Application Packet). Applicants will respond to the following questions.

3. Describe the technical assistance and other support that district personnel will provide to eligible schools. Technical assistance should be provided to assist in the selection of one or more

- programs of reading instruction programs using scientifically-based reading research. Also, describe the district support for the professional development activities for all teachers and where appropriate, parents of participating children.
7. Describe the professional development activities for classroom teachers and other instructional staff on the teaching of reading based on scientifically-based reading research, including tutorial staff. Explain how this professional development will be high-quality and on-going results-based professional development that will result in continuous improvement of the instructional staff. Include a timeline of the professional development activities that will take place and the qualifications of the individuals who will provide those continuous services.
 8. (a) Describe how the applicant will ensure that funds available under this part, and funds available for reading instruction for kindergarten through grade 6 from other appropriate sources, are effectively coordinated, and, where appropriate, integrated with funds under this Act in order to improve existing activities in the areas of reading instruction, professional development, program improvement, parental involvement, technical assistance, and other activities that can help meet the purposes of this part.
 9. Describe how the applicant:
 - (a) will carry out professional development for the classroom teacher and other instructional staff on the teaching of reading based on scientifically based reading research;
 - (d) will use supervised individuals (including tutors), who have been appropriately trained using scientifically-based reading research, to provide additional support, before school, after school, on weekends, during non-instructional periods of the school day, or during the summer, for children preparing to enter kindergarten and students in kindergarten through grade 3 who are experiencing difficulty reading.

Reading Recovery Professional Development

Another model for reading professional development that LEAs could follow is *Reading Recovery* (Educational Research Service, 1998; Reading Recovery Council, 1998; Askew, Fountas, Lyons, Pinnell, & Schmitt, 1998). Kansas established *Reading Recovery* Centers more than five years ago, following training of original teacher leaders in Texas. *Reading Recovery* is "a short term (16-20 weeks), early intervention program that brings first graders, who are at risk of reading failure, up to the reading level of the average band of readers in their first grade classroom. The program's success is evidenced by the positive results of extensive research done by following students' reading progress for a period of several years after they have completed *Reading Recovery* instruction" (Emporia State University website, 1999).

Currently, Emporia State University trains teacher leaders in the *Reading Recovery* model. Since fall of 1997 Emporia State University has offered *Reading Recovery* Teacher Training. The *Reading Recovery* Teacher Training program is coordinated by the Jones Institute for Educational Excellence, The Teachers College, Emporia State University, Emporia, Kansas.

Training involves a year-long commitment to weekly classes and with students during training (Emporia State University website, 1999). Teacher leaders from *Reading Recovery* Centers based in Winfield and Great Bend also train teachers in use of *Reading Recovery* methodology for the classroom.

In informational sessions, applicant LEAs will receive information on eligible professional development models, including *Reading Recovery*, that they may consider for use in developing Kansas Reading Excellence subgrant proposals. LEAs will describe coordination as detailed in the LRI scoring rubric, sections 3, 7, 8, and 9, on pages 32 and 37-42 in the Application Packet.

Kansas Accelerated Literacy Learning Professional Development

As indicated in the Reading Services section above, *Kansas Accelerated Literacy Learning* program (*KALL*) provides intervention for children in kindergarten through second grade who are at risk of failing to learn to read. Instruction is provided outside of the classroom in a one-to-one or small group setting. In addition, first grade classroom teachers and parents receive information and support to ensure the best possible instruction for all first-grade students. The *KALL* program is based on the research in emergent literacy, beginning reading, and reading intervention (Nielsen, 1993 and 1998).

The *KALL* program has its roots in an intervention program called Accelerated Literacy Learning at the University of South Florida. Dr. Diane Corcoran Nielson of the University of Kansas piloted the *KALL* program in 1993 with eleven teachers from Lawrence and Topeka. Over the next two years additional teachers in Olathe and Topeka were instructed in the small group model. A model for dealing with readers considered most at risk, the Emergent Reader group, was also piloted. In the 1996-1997 school year, four Council Grove and eight Kansas City, Kansas teachers were trained. The following year *KALL* expanded in Kansas City, Kansas, with training of four new teachers, a trainer, and a kindergarten through grade 2 in-service program for the classroom teachers in the five original *KALL* schools (Nielsen, 1998).

KALL teachers meet as a group two days per year. *KALL* Network meetings allow teachers and trainers to focus on a particular topic, such as involving parents or sharing techniques to support first-grade teachers. These all-day sessions also permit *KALL* teachers to exchange ideas and learn from teachers outside their district. In addition, *KALL* teachers attend periodic after-school meetings and are observed and given written feedback about their teaching several times each year (Nielsen, 1998).

The *KALL* program serves as a model that local education agencies could consider as a component as they design their Kansas Reading Excellence programs. Additional description and research about the structure and components of the *KALL* program is in Appendix 5. Appendix 5 also includes a chart comparing features of *KALL* with the *Reading Recovery* program. LEAs will need to describe coordination as detailed in sections 3, 7, 8, and 9 of the LRI scoring rubric (on pages 32 and 37-42 in the Application Packet).

Adult Education and Family Literacy

Adult Education and Family Literacy Act efforts in professional development will be coordinated with Kansas Reading Excellence efforts for professional development. Professional development opportunities for adult education providers include Kansas Adult Education Association conferences and Summer Institutes.

Since family literacy provides literacy for children as well as for adults, adult education centers will need technical assistance to integrate curriculum and encourage adults to model literacy for their children to follow. Kansas State Department of Education adult education staff will provide technical assistance to adult education center staff on making a successful transition from providing adult literacy to providing family literacy. Technical assistance to centers will ensure adult education staff members have the skills to teach successfully in a family literacy program. LEA applicants will need to describe in the proposal, in response to section 8 of the LRI scoring rubric (see Application Packet, pages 39 and 40), how they will incorporate professional development through Adult Education and Family Literacy Act into Kansas Reading Excellence professional development.

Professional Development for Tutors

Local education agencies receiving subgrant funds will be required to coordinate Kansas Reading Excellence tutor training efforts with any ongoing tutor training activities associated with literacy tutoring projects. Ongoing literacy tutoring projects include those sponsored through America Reads, the Kansas Office for Community Service, AmeriCorps, and Learn and Serve America programs, as described above in the Reading Services section. Coordination with these programs will assist local education agencies to build literacy tutoring capacity, institutionalize research-based literacy programs, and train parents. LEAs will need to describe coordination as detailed in sections 8 and 9 of the LRI rubric (on pages 39 through 42 in the Application Packet). In response to Tutorial Assistance Subgrant (TAS) sections 7 and 8 (on pages 59 through 61 of the Application Packet), LEA applicants for TAS subgrants will need to ensure that tutoring programs are consistent with programs of instruction based on scientifically based reading research. They will also need to ensure oversight for the quality and effectiveness of tutorial assistance providers. Questions from TAS sections 7 and 8 follow.

7. Describe the procedure the LEA will use for the creation and implementation of objective criteria to determine the eligibility of tutorial assistance providers and tutorial assistance programs. Such criteria should include the following:
 - (a) a record of effectiveness with respect to reading readiness, reading instruction for children in kindergarten through third grade and early childhood literacy.
 - (b) location in a geographic area convenient to the school or schools attended by the children who will be receiving tutorial assistance.
 - (d) the ability to provide tutoring in reading to children who have difficulty reading, using instructional practices based on scientifically-based reading research or consistent with the reading instructional methods and content used by the school the child attends.

8. Describe how the LEAs
 - (a) will ensure oversight of the quality and effectiveness of the tutorial assistance provided by each tutorial assistance provider that is selected for funding.

- (b) will provide for the termination of contracts with ineffective and unsuccessful tutorial assistance providers (as determined by the local educational agency based upon the performance of the provider with respect to the goals and timetables contained tutorial assistance providers.
- (c) will provide to each parent of a participating child who requests such information for the purpose of selecting a tutorial assistance providers for the children, in a comprehensive format, information with respect to the quality and effectiveness of the tutorial assistance.

Past Professional Development in Reading

The Kansas State Department of Education (KSDE) has sponsored professional development in the past that will provide a knowledge base in reading from which to build further understanding through scientifically based reading research. As noted in Narrative section (a) (i) above, the Kansas State Department of Education (KSDE) received funds under the Innovation in Education Program from 1994 to 1997 to revise its state content standards for reading. Three objectives of this project involved developing quality technical assistance materials to accompany the revised standards; developing guidelines for in-service professional development; and designing and piloting a professional development program.

From 1994 to 1996, KSDE staff held one-day conferences on current research and developed accompanying professional development videotapes and manuals for beginning reading, multicultural literacy, and developing local curriculum. Videotapes and manuals were distributed to school districts statewide by fall 1996. When reading standards were later revised, a staff development package with revised materials on the new standards was disseminated in fall 1998 (Young, 1998).

In fall 1995 KSDE sponsored eight (8) one-day regional conferences for educators on Kansas standards, including reading standards. More than 1000 educators attended these conferences. Since then KSDE has sponsored several conferences ranging from 3-hour workshops to one-day summer institutes on the 1998 standards for reading and writing. Conferences have increased the awareness level of educators and assisted teachers in interpreting standards and aligning them with curriculum. Knowledge gained from Kansas Reading Excellence informational sessions will assist LEAs to align subgrant professional development goals with previous KSDE professional development efforts.

Additional Resources for Professional Development

Kansas Reading Excellence subgrant programs will also benefit from Kansas' efforts with and significant participation in several national organizations concerned with educator quality. These organizations include the Learning First Alliance, National Staff Development Council, International Reading Association (IRA), The National Association of State Title I Coordinators, Center for the Improvement of Early Reading Achievement (CIERA), National Research Council, and the National Reading Conference.

The Kansas Learning First Alliance is patterned after the national Learning First Alliance and represents a collaboration between higher education and public education. Its primary goal is

to promote excellence in reading for young children living in poverty. Kansas State Department of Education (KSDE) project staff have a leadership role in the Kansas Learning First Alliance.

Additional KSDE project staff take an executive role in the Kansas affiliate of the National Staff Development Council, a broad-based organization which includes multiple levels of staff development professionals. The Manhattan and Lawrence districts of the Kansas Staff Development Council were two of only five districts nationwide that received recent recognition for outstanding staff development.

KSDE project staff have participated in the International Reading Association (IRA) annual conferences since 1994, attended the annual National Reading Conference (NRC) since 1995, and actively presented at both conferences since 1996. KSDE project staff actively participate in committees such as Exemplary Schools in Reading and Teacher's Choices for IRA, and as field coordinator and legislative committee representative for NRC. Since the inception of CIERA, KSDE project staff have attended sessions provided by the center and regularly access its website and other resources. KSDE provided several CIERA publications to Kansas schools during the Straight Talk conference in November 1998, and the Kansas Reading Association Annual Conference, February 1999.

Kansas participated in the national Reading Summit in September 1998. Participants represented KSDE, Kansas Reading Association, Kansas Reading Professionals of Higher Education, and Kansas Association of Elementary Principals. This conference sponsored by USDOE and the National Research Council has spurred a statewide effort to begin the Kansas Learning First Alliance and to sponsor a Kansas Reading Summit on September 26 and 27, 1999.

Many of these national organizations provide literacy resources and materials that are directly relevant to Reading Excellence programs and will be shared in informational sessions and during technical assistance for LEAs receiving Kansas Reading Excellence subgrants.

Technology-Based Professional Development

LEAs receiving Kansas Reading Excellence subgrants will describe how they will include technology-based strategies in their professional development initiatives in section 8 of the LRI rubric (on pages 39 and 40 in the Application Packet). Concerning technology-based strategies for professional development, LEA applicants will respond to the following questions concerning coordination of efforts and agreements with entities outside the district.

8. (a) Describe how the applicant will ensure that funds available under this part, and funds available for reading instruction for kindergarten through grade 6 from other appropriate sources, are effectively coordinated, and, where appropriate, integrated with funds under this Act in order to improve existing activities in the areas of reading instruction, professional development, program improvement, parental involvement, technical assistance, and other activities that can help meet the purposes of this part.
- (c) Describe how the applicant will enter into an agreement with a person or entity responsible for the development of each program or a person with experience or expertise about the program and its implementation, under which the person or entity agrees to work with the local educational agency and the schools in connection with such implementation and improvement efforts.

Options for professional development include a CD-ROM for models of reading professional development, online professional development modules, and videotapes for teachers of reading.

In March 1999, the Kansas Board of Education approved a contract with Education Services and Staff Development Association of Central Kansas (ESSDACK) to develop a CD-ROM reading resource program. The CD-ROM will inform teachers and administrators about high-quality research-based program models and uses of technology for reading. It will identify best practices based on research. In addition, ESSDACK will duplicate the CD-ROMs and develop a website accessible through the Kansas State Department of Education website.

Furthermore, the Online Academy at the University of Kansas provides a federally funded research-to-practice program delivering online professional development modules in reading and technology for teachers. Teachers of reading who work with young children may access online modules for credit through a university or college that makes arrangements for delivery with the Online Academy.

Professional development through videotapes provides delivery of training in a consistent format at times and locations convenient to participants. Local education agencies receiving subgrants will have access to a variety of videos for professional development purposes. Available videotapes include KSDE reading standards professional development packages and videotapes on the teaching of reading from the Jones Institute for Educational Excellence.

Further evidence of program coordination is in Narrative section (e) below and in the in-kind explanations of the budget section (Part II).

(b)(2)(ii) The extent to which the proposed project design reflects up-to-date knowledge from research and effective practice

The Kansas Reading Excellence project is designed to reflect current national research on reading and to incorporate highly effective practices based on scientifically based reading research into programs of instruction. The first way the project design reflects national research is in its coordination with ongoing Kansas preschool programs that address the needs of children before they enter kindergarten and that influence student reading performance in the elementary grades. Research compiled in *Preventing Reading Difficulties in Young Children* (Snow, Burns, & Griffin, 1998) clearly states that students who are involved in quality programs prior to kindergarten have higher reading achievement scores than children who are not involved in these programs. Family literacy services will be patterned after the four components of the "Quality Family Literacy Programs" model (National Center for Family Literacy, 1992): early childhood education, adult education, intergenerational, and parent groups.

Preschool programs that will be enriched by Kansas Reading Excellence professional development efforts are Kansas' 4-Year-Old At-Risk Program, Even Start Family Literacy, Adult Education and Family Literacy, IDEA preschool services, and Kansas Parents as Teachers. Although Kansas preschool programs will not receive direct funding from Kansas Reading Excellence, school building staff providing preschool services within the LEA will receive professional development based on scientifically based reading research as part of Kansas Reading Excellence programs.

Next, the project design reflects national research in its use of assessments for reading. As noted in the Standards section above, the Kansas Curricular Standards for Reading and Writing were completed in June 1998. Along with that document, the Kansas State Board of Education approved a new assessment for children who are beginning second grade. The assessment is individual and diagnostic and measures at least four different areas: reading comprehension, word recognition and decoding (phonics), fluency, and incorporating prior knowledge.

Preventing Reading Difficulties in Young Children (Snow, Burns, & Griffin, 1998) discusses the relationship among the four components of reading measured by diagnostic assessments and the need to identify children who are unable to use these components adequately during the second and third grade. All four components are needed as students transition into reading in the 4th through 12th grades.

LEAs receiving Kansas Reading Excellence subgrants will give diagnostic assessments to students at the beginning of second grade and the beginning of third grade. Results from diagnostic assessments at both grade levels will be used as baseline data. Before the conclusion of the school year, the same diagnostic assessments will serve as post-tests for students at the end of second grade and the end of third grade. During the project period, diagnostic assessments will continue to be given to second and third grade students. Interim results will be reported to the Kansas State Board of Education, the Governor's Council, and the external evaluator for the project.

The table below shows a plan for diagnostic assessment during the project period. In the table, students are arranged into groups (A, B, C) to illustrate how students will progress through grade levels and diagnostic assessments. Depending on the grade level of students when diagnostic assessment is offered within the project period, students will be assessed within one year (groups A and C) or two years (group B). Students who are beginning second grade (group B) in fall 2000 will be assessed that term, at the end of second grade (spring 2001), and before the end of third grade (spring 2002).

Term of School Year	Student Group	Level When Student is Assessed
Fall 2000	B	Beginning of second grade
	A	Beginning of third grade
Spring 2001	B	End of second grade
	A	End of third grade
Fall 2001	C	Beginning of second grade
Spring 2002	C	End of second grade
	B	End of third grade

All schools are required to report to the Kansas State Department of Education (KSDE) the number of students reading at the second grade instructional reading level. In LEAs receiving Kansas Reading Excellence subgrants, schools will report to the project coordinator the number of students reading on instructional reading level for grades 1, 2, and 3 during each year of implementation. The common goal of the Kansas State Board of Education (KSBE) and the *Reading Excellence Act* is that all children will be reading on grade level by the end of third grade. **By collecting continuous diagnostic data on students' instructional reading levels, KSDE project staff will be able to identify the number of students meeting this goal.**

All schools in Kansas are expected to assist students who are not reading on grade level. Schools are expected to refine reading programs in kindergarten, first, second, and third grades. In LEAs receiving Kansas Reading Excellence subgrants, schools will have a further advantage of evaluating reading growth based on yearly results of the three grade levels.

LEAs receiving subgrants will be expected to use baseline data for individual students to determine the best teaching methods, materials, and interventions to assist each student. LEAs will apply the knowledge base of scientifically based reading research to assist each child to increase his or her reading instructional grade level. LEAs will be expected to increase the number of students reading at or above grade level based on implemented plans and measured through diagnostic assessments and locally determined reading assessments.

The third way the project design reflects national research is through statewide technical assistance and training. Currently, KSDE is providing technical assistance through ongoing staff development for kindergarten through 5th grade teachers that follows strategies suggested by *Preventing Reading Difficulties in Young Children* (Snow, Burns, & Griffin, 1998), and occur in programs such as *Reading Recovery* and *Success for All*. All schools are required to target reading for state accreditation of their building and to implement research-based strategies in their school improvement plans. KSDE project staff will incorporate definitions for scientifically based reading research into training and technical assistance provided to schools throughout the state.

Kansas Reading Excellence will provide funds for schools on program improvement that will implement schoolwide change in their reading instruction that aligns with scientifically based reading research. In LEAs receiving subgrants, all teachers will receive training on administering and interpreting data from diagnostic assessments. Additionally, teachers, tutors, and other instructional staff will receive training on strategies based on scientifically based reading research that align with specific errors found in diagnostic assessment results for each child. By training all staff in related programs on the scientifically based reading research and effective interventions for preschool through grade 3, all programs will be impacted and growth in student achievement will increase, as evidenced on the diagnostic assessments and other local indicators.

The fourth way the project design reflects national research is in efforts to continue statewide discussion of reading research and to strengthen community involvement. Through the Straight Talk: Beginning Reading conference in November 1998, Kansas began discussion and dissemination of the research available in *Preventing Reading Difficulties in Young Children* (Snow, Burns, & Griffin, 1998). Dr. Tim Shanahan, Dr. Kathy Short, and Dr. Diane Nielsen provided presentations to over 300 participants regarding the recent research in reading. Throughout the day, participants were able to attend sessions on effective scientifically based reading programs such as: *Reading Recovery*, *Kansas Accelerated Literacy Learning* (Nielsen, 1993 and 1998), and *Success For All*.

The Kansas State Department of Education (KSDE) will continue discussions during the Kansas Reading Summit in September 1999. The Kansas Reading Summit will include gaining community involvement to improve children's reading skills. KSDE project staff will continue to disseminate reading research from *Preventing Reading Difficulties in Young Children* (Snow, Burns, & Griffin, 1998) and *Starting Out Right* (Burns, Griffin, & Snow, 1998). As stated in *Preventing Reading Difficulties in Young Children*, community involvement is a key component to having a successful school building (Snow, Burns, & Griffin, 1998). The breakout sessions during the Kansas Reading Summit will focus on strategies, interventions and programs identified in chapters five and six *Preventing Reading Difficulties in Young Children*. KSDE will seek involvement from businesses, community leaders, legislators, school board members, and local school personnel to work collaboratively on community reading initiatives.

(b)(2)(iii) The extent to which the proposed project is based upon a specific research design, and the quality and appropriateness of that design, including the scientific rigor of the studies involved

In addition to the research base described in section (b)(2)(ii) above, Kansas Reading Excellence will reflect recommended research designs for evaluating effective reading and family literacy programs. As part of a team report on developing a national reading research

agenda, Goldman (1998) suggests the following recommendations for research designs and strategies:

- Research designs that use converging evidence derived from quantitative and qualitative data.
- Interdisciplinary approaches - researchers representing cognitive psychology and cognitive science, computer science, cognitive neuroscience, linguists, socialists, and anthropologists.
- Designs need to be based on theories of acquisition/development of reading skills, taking into account cognitive and social/motivational processes.
- Development of large databases will enable us to address issues of generalizability of conclusions.
- Capitalize on newly available technologies to assess cognitive processes in children (e.g., eye movement and neuroscience methodologies).
- Based on current theory and evidence, design interventions that will inform theory as well as "test" the intervention.
 - To address issues of sustainability, develop studies and interventions in collaboration with schools and communities.
 - Scalability will require research consortia that agree on common approaches with planned variations so that we can answer questions such as for whom, under what circumstances, do what processes occur, with what particular outcomes (Goldman, 1998).

The evaluation process for the Kansas Reading Excellence project is grounded in the contexts of national recommendations for research design. The project will contribute to the knowledge base for effective practice in literacy.

The Kansas State Department of Education (KSDE) will use the reading research agenda recommendations for research design as part of criteria to establish a research design for LEAs. KSDE project staff will also consider questions prepared by an external evaluator. Research questions and individual reading programs or strategies selected by LEAs receiving subgrants may further affect the overall research design. A design that best fits all factors under consideration will be implemented.

Evaluation of priority objectives for Kansas Reading Excellence will provide data for three of the four areas of literacy research identified in the team report. These three areas of literacy research are

- (2) assessment,
- (3) intervention and instruction, and
- (4) contexts of literacy and learning to read (Goldman, 1998).

The table below shows how each Kansas Reading Excellence priority objective relates to one of the three areas of literacy research. Evaluation of priority objectives is outlined in detail in the Evaluation section of the Narrative.

Priority Objective	Area of Literacy Research
Implement professional development based on scientifically based reading research in the area of reading and literacy instruction	Intervention and instruction
Increase parent involvement in reading and literacy activities	Contexts of literacy and learning to read

Priority Objective	Area of Literacy Research
Offer reading and literacy instruction outside of the regular instructional day	Intervention and instruction
Coordinate reading and literacy instruction efforts among multiple agencies	Contexts of literacy and learning to read
Help kindergarten students make a successful transition to first grade	Contexts of literacy and learning to read, intervention and instruction, and assessment
Increase student and family use of reading and library programs	Contexts of literacy and intervention and instruction
Make instructional practices more effective in increasing reading and literacy skills among K-3 students	Contexts of literacy
Improve reading skills among K-3 students	Assessment
Reduce referrals to special education that are based primarily on poor reading and literacy skills	Assessment

Aligning with three areas of literacy research and using national recommendations for research design and strategies will enable the Kansas Reading Excellence project to make a significant contribution to the body of research on reading.

(b)(2)(iv) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students

A number of factors ensure that the Kansas Reading Excellence Grant will produce systemic improvement. First, the project's design for meeting a priority of the Kansas State Board of Education is evidence of its place within a comprehensive effort to improve student achievement of high standards. The board's priority to "ensure that students read at the appropriate level, including diagnosis of skills and the use of effective interventions" and its objectives particularly support the requirements of *Reading Excellence Act* legislation found in the *Elementary and Secondary Education Act*, Title II, Part C, Section 2253. **The extensive development process for reading standards, assessments, and professional development strategies has created awareness of and consensus for the tasks to be accomplished through this project.**

Also, participants in the design of the project felt that all parts of the QPA system must be impacted if improvements were to occur in any single area of the system. Kansas State Department of Education staff and stakeholders have developed **a comprehensive, long-term plan for student achievement of high standards for reading and sustained improvement of teacher learning through Kansas results-based staff development model.**

Therefore, the goals of the project include a range of activities that will be needed to accomplish systemic improvement. **All Kansas Reading Excellence projects will need to follow Kansas' results-based staff development model. Professional development initiatives within Kansas Reading Excellence programs will supplement and be supported through ongoing state and local efforts as part of Quality Performance Accreditation (QPA) and Title I school improvement,** as described in section (a) (i) above.

They will also be coordinated with other professional development initiatives associated with Goals 2000, Title II, Adult Education and Family Literacy, IDEA, research-based programs,

use of volunteers, and use of technology. All project goals are designed to lead to outcomes that support improvement of teaching and learning and student progress toward meeting Kansas' rigorous academic standards.

Efforts to improve teaching and preparation of teachers continue as part of Kansas proposed licensure redesign. The QPA standards and assessments that have been developed to impact student achievement find a direct parallel in the standards and assessments that licensure redesign will require of teachers and administrators.

Licensure redesign is a statewide response of the Kansas education community to the charge of the Kansas State Board of Education to revamp the preparation and licensure of educators in Kansas for the 21st century (KSBE, 1997), and is in alignment with the vision of INTASC (1982 and 1995) and the recommendations of NCTAF (1996). Existing licensure regulations, which took effect in January 1982, involve competency-based standards. Redesign of licensure regulations proposes a shift to performance-based standards.

An extensive bibliography provided the research background required for redesign of licensure. The model *Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue* (1982) developed by the Interstate New Teacher Assessment and Support Consortium (INTASC), a program of the Council of Chief State School Officers, provided a sound beginning for content as well as format. In 1996, the Interstate School Leaders Licensure Consortium (ISSLC), another program of the Council of Chief State School Officers, published a companion *Standards for School Leaders* with guidelines on six standards for educational leaders. INTASC's *Moving Toward Performance-Based Licensing in Teaching: Next Steps* (1995) presented an expanded "vision for rethinking the design of teacher preparation programs and for restructuring the systems by which universities, states, and districts prepare licenses and support teachers." This document offered principles for teacher standards and guidance on components of and policies for performance-based licensing. The National Board for Professional Teaching Standards (NBPTS, 1999) also supplied elements of the model with its classifications of certificates by student developmental stages and subject area rather than by grade level.

The Teaching and School Administration Professional Standards Board (the Standards Board) to the Kansas State Board of Education presented the first draft of the redesign framework in January 1994. That same year 28 subcommittees, guided by the Regulations Committee, a committee of the Standards Board, began to define standards: what beginning educators should know (Knowledges), should be predisposed to act on (Dispositions), and should be able to do (Performances). In 1995 the outcomes were aligned to follow the format developed by the Interstate New Teacher Assessment and Support Consortium (INTASC).

Based on the NCATE (1995), ISLLC, INTASC and NBPTS (1999) models, the Regulation Committee of the Standards Board developed a Continuum of preparation and professional experiences (see Appendix 8 for a figure of the Continuum). This expansion of models built the framework from which to accomplish licensure redesign in Kansas (KSBE, 1997). The Continuum includes plans for strengthened preservice preparation of teachers, expanded field-based preparation, and continuing professional development for teachers in the field.

Licensure redesign proposes to strengthen preservice curriculum and developmental assessments and to extend clinical and field-based experiences for prospective and new teachers. It also proposes technical assistance and support for teachers to achieve national (NBPTS) certification. As curricula and developmental assessments are revised for prospective teachers, increased training in methods of teaching reading that are based on scientifically based reading research could be designed into courses.

Another specific way in which proposed licensure redesign will impact teachers of reading directly is in standards for the Language Arts Concentration. Corresponding Language Arts Concentration standards for teachers at Early Childhood levels have not been written yet but will be aligned with Reading Excellence training requirements as described in goal 4 above.

Kansas State Department of Education leadership anticipates preliminary approval of licensure regulations in May 1999, with final approval likely following by late fall 1999. Revisions and additions to standards for teachers are expected to be complete by December 2000. KSDE has submitted a proposal to the U.S. Department of Education through its Improving Teacher Quality state grants program. If awarded in July 1999, KSDE leadership proposes to complete revisions and additions to standards by June 2000.

(b)(2)(v) The extent to which the proposed project encourages parental involvement

How parents can participate in literacy-related activities assisted under this part to enhance their children's reading (B)(v)

A priority objective of Kansas Reading Excellence is that parents will participate in literacy-related activities to enhance their children's reading. Sections 5 and 8 of the LRI rubric and sections 5, 6, and 8 of the TAS rubric (see pages 34, 39, 40, 57, 58, and 61 of the Application Packet) address requirements for LEA involvement of parents in Kansas Reading Excellence programs. **Parents will be involved in Kansas Reading Excellence in a variety of ways, through activities specific to the project and through ongoing literacy-related initiatives.** Evaluation for Kansas Reading Excellence will document descriptions of literacy-related activities for children (conducted by LEAs) that involve parents. It will also list all literacy services (such as the Even Start Family Literacy Model) provided by the LEA or a partner agency to parents and document the level of parent participation and how technology is used in delivery of services.

Parent involvement is expected to increase as a result of Kansas Reading Excellence. As research has shown, increased parent involvement in school and at home will increase student achievement in reading (Snow, Burns, & Griffin, 1998).

Furthermore, parents will receive notification of Kansas Reading Excellence grant award and may participate in professional development offered by LEAs. A letter will be sent out as early as possible upon receipt of the state award, so that eligible local educational agencies (LEAs) have sufficient time to provide public notice within 30 days to possible providers of professional development and parents as required. As part of Goal 3, schools will begin initial professional development for staff members, tutors, and parents.

Initiatives That Support Parent Involvement

Ongoing initiatives that involve parents include early childhood standards for family involvement, site councils, and library literacy. Through the Kansas Reading Excellence project, these initiatives will be strengthened.

Early Childhood Standards for Family Involvement

Parents are an integral part of the Kansas State Board of Education priority to "ready children to learn by supporting families with quality early childhood and primary programs." In

1994, the Kansas State Board of Education established an early childhood education stakeholders advisory committee to develop quality standards and indicators for early childhood education programs. The standards they developed are designed to define quality expectations for early childhood education in multiple areas, including parent involvement (Kansas Stakeholders Advisory Committee, 1996).

The outcome for Family Involvement reflects the importance of parent involvement in the educational success of their children. The outcome states that "families are respected as primary decision-makers for their children. They receive family-focused, culturally sensitive services." The first standard for the Family Involvement outcome acknowledges, "Families are recognized as primary in the care and education of their children and are respected as their children's first teachers." Indicators for the first standard include families receiving information to "enhance their skills as their child's principal educator" by participating in activities associated with family literacy: parenting workshops, adult literacy programs, and support groups (Kansas Stakeholders Advisory Committee, 1996).

An example of the board's commitment to involving parents to help children (birth through grade 12) read well is its new reading pamphlet, *Side by Side On the Road to Reading Success*. The pamphlet, which will be printed and distributed in June 1999, will give information about children in three sections: getting ready to read, learning to read, and reading to learn. The pamphlets are targeted toward parents, daycare providers, and members of the public seeking information on reading. Pamphlets will be distributed in medical and dental offices, hospital maternity wards, and other public places.

Site Councils

All schools must involve parents in school site councils by state statute (KSA 72-6439). School site councils provide advice and counsel to schools as they develop and evaluate goals and strategies for improving student learning. Parent involvement is crucial to the success of the improvement plan. Schools that do not meet the Standards of Excellence for reading must target reading goals and strategies in their school improvement plan by regulation (KSDE, 1997). All elementary school buildings are targeting reading, as noted earlier, in order to meet the Standard of Excellence for reading. Through site councils, parents will aid schools to meet reading goals and strategies targeted in the improvement plan and in Kansas Reading Excellence goals.

Library Literacy Programs

Parents will be involved in initiatives to promote reading and library programs. The Kansas State Library Literacy Program is a co-sponsor of the Read to Kids-Kansas family reading initiative. This ongoing initiative will encourage parents and children to share reading on a daily basis and find ways to make access to books easier, especially for parents and others who may not be used to buying books or even using libraries. The website developed by Kansas State Library Literacy Program for Read to Kids - Kansas provides valuable reading resources parents can access daily (Kansas State Library, 1999).

Programs That Involve Parents and Directly Impact Student Achievement

Ongoing programs that involve parents include Title I, family literacy, school building teams for children with learning difficulties, and 4-year-old at-risk programs. Through the Kansas Reading Excellence project, these programs will be strengthened. Professional development will provide strategies based on scientifically based reading

research which will in turn strengthen programs. Improved professional development will impact individual programs, improve student achievement results, and increase the quantity and quality of parent involvement.

Title I

In Title I programs, provisions for parental participation reflect research of the past thirty years that shows parent involvement in schooling improves student learning. Under the *Improving America's Schools Act* of 1994, Title I has been restructured to serve as a means for helping all students to achieve challenging academic standards. Districts receiving \$500,000 or more in Title I funds are required to earmark at least 1% of funds for parent involvement. For 1998-99, 17 Kansas districts received \$500,000 or more in Title I funds and have programs, activities, and procedures for parent involvement.

To assist all children to achieve rigorous standards, the *Reading Excellence Act* promotes the formation of new partnerships, particularly home-school partnerships, to help address more completely the full range of student needs that impact on their learning. School programs and policies in parent involvement are particularly important for parents who may be less sure about how to help their children become successful in school. The district is required to do the following:

- Involve parents in the planning, reviewing, and improving of the school's Title I program.
- Provide parents with timely information about the program, including a description and explanation of the curriculum, the forms of assessment used, and the proficiency levels students are expected to meet.
- Hold an annual meeting at a convenient time to which all Title I parents are invited. The purposes of the meeting are to inform parents of the school's participation in Title I, its requirements, and their right to be involved.

Every school receiving Title I funds must develop a "compact" -- a document that defines what families and schools can do to help children reach high standards. A school-parent compact outlines how parents, staff, and students will share responsibility for promoting higher student achievement. Partnerships between school and home are vital for children to be able to succeed. When parents are actively involved in children's education, such as reading together at home or helping a child do homework, children do better in school and schools are more successful (KSDE, 1998; Henderson and Berla, 1994).

The Kansas Reading Summit (funded in part by state Title I funds) is an effort to link parents and schools. The conference will be September 26 and 27, 1999. Its purpose is to build community partnerships in order to strengthen the schools' efforts to improve student achievement in reading.

Family Literacy

The Kansas Even Start Family Literacy program provides family literacy services to parents and children, as described previously. Family literacy will continue to impact education reform efforts in local education agencies, in support of National Education Goals for (1) school readiness and (8) parent involvement in education. As a result of participation in family literacy, parents will continue to increase involvement in children's education and to improve parenting skills.

School Building Teams for Children with Learning Difficulties

As part of the Kansas State Improvement Plan for Special Education, parents will continue to play an increasingly critical role in school building teams whose members consider children referred for reading problems. They will join in as the team brainstorms about what kinds of general interventions could be tried, including different instructional strategies or one-on-one support. If the school-age young child is not eligible for services under IDEA, the school team, with parental input, would consider other services available in the district (Campbell, 1999).

Thus, a child with learning difficulties who was determined not to have a disability under IDEA could be evaluated and served as part of an at-risk program, through a Title I preschool program, or through an Even Start program, as provided through the district. Throughout the evaluation process a consistent emphasis will continue to be on teams and parents working together to match up available resources to the needs of the child.

Four-Year-Old At-Risk Programs

Parents will continue to be involved in Kansas' 4-year-old at-risk programs. To ensure the success of 4-year-old at-risk participants in regular school programs, each program needs to coordinate with kindergarten programs in the district, to involve parents in supporting the educational growth of their children, and to provide support services.

(c) Quality of project services

(c) (1) The quality of the services to be provided by the proposed project

Quality of services for the Kansas Reading Excellence project is assured through a coordinated effort of Institutions of Higher Education (IHEs) and the Kansas State Department of Education (KSDE) for the duration of the grant period. As recommended by national researchers, assistance from IHE contractors will involve an interdisciplinary approach (Goldman, 1998). The request for proposal for contractors will include criteria to establish a team of highly qualified researchers from varied fields of study. This approach will ensure that LEA projects will gain a balance of technical assistance before receiving subgrants and during project implementation. This approach will also add a broad base of technical expertise with which KSDE Planning and Research staff and the external evaluator may coordinate overall evaluation efforts. The partnership of IHE researchers and KSDE project staff will provide informational sessions to applicants and potential providers of professional development, ongoing technical assistance to LEAs and providers, a rigorous process for review, and continuing support and evaluation of participating LEAs.

Local education agencies will ensure quality of services by establishing opportunities for professional development and programs of reading instruction that are based on scientifically based reading research. To further assure quality, LEAs will be required to ensure that instructional staff will be well qualified and that instruction will be provided by Kansas-certified staff who are trained in scientifically based reading research.

LEAs will also be required to meet rigorous review criteria as specified in guidelines and rubrics. Guidelines will explain requirements for application, and rubrics will explain criteria for

means the application of rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties; and

“(B) shall include research that—

“(i) employs systematic, empirical methods that draw an observation or experiment;

“(ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

“(iii) relies on measurements or observational methods that provide valid data across evaluators and observers, and across multiple measurements and observations; and

“(iv) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Most Rigorous:

- The program has a strong theoretical base and is based on findings from research.
- The program has been evaluated using both test scores and structured observations of student behaviors. Evaluation data were available for multiple years, with students followed for between two and five years. Results were educationally significant.
- The program has been running for over five years in the original school and up to four years in other schools. Information is provided on teacher training activities and on-going “additional” teacher activities, but no cost estimates are given. Some information is provided on the demographic characteristics of the students in the study schools.
- The program has been successfully implemented in a variety of schools, with gains similar to those in the original site.

Guidelines and rubrics are presented in the Application Packet following the Narrative section and are discussed in detail in (c)(3).

(c) (2) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability

The state review panel will include individuals who provide professional development to teachers of reading and to other instructional staff, based on scientifically based reading research. It will also include individuals who have highly relevant training, expertise, or experience that renders them competent to review subgrant proposals.

To ensure a diversity of perspectives, review panel members will include representatives from Kansas Reading Professionals in Higher Education, American Educational Research Association, Literacy Volunteers of America, Head Start, and the Governor’s Council, the reading and literacy partnership established in Kansas (see Narrative section (c)(3)(v) and Appendix 1 for a description of the Governor's Council). Representatives with expertise in special education from institutions of higher education, as well as providers of family literacy, adult education, and early childhood education, will also serve as reviewers.

In order to ensure equitable access for all participants, KSDE will require LEAs to address barriers to participation, such as disability, minority status, and lack of English proficiency. In the area of disability, every effort will be made to ensure full accessibility to meetings, trainings, communications, and other project activities. Special accommodations for people with all types of disabilities, whether in physical mobility or sensory impairments, are made in LEAs so that educators and families can participate fully.

Diverse groups of people will be involved in developing and participating in project activities. In an effort to close gaps in reading achievement between groups with minority status, whether based on race, ethnic origin, or socioeconomic disadvantage, KSDE will encourage LEAS with high minority populations to submit high-quality Kansas Reading Excellence applications.

A third area, lack of English proficiency, will be addressed through LEA use of interpreters and translated materials. Print materials will be translated into other languages as needed by families and other stakeholders.

Other unforeseen barriers to full access may be identified as the project gets underway, and KSDE will ensure that LEAs address those barriers as they are identified in informational sessions, subgrant applications, and technical assistance.

An assurance that instruction in reading will be provided to children with reading difficulties who are at risk of being referred to special education based on these difficulties (D)(i)
An assurance that instruction in reading will be provided to children with reading difficulties who have been evaluated under section 614 of the Individuals with Disabilities Education Act but, in accordance with section 614(b)(5) of such Act, have not been identified as being a child with a disability (as defined in section 602 of the such Act) (D)(ii)

The Kansas State Department of Education (KSDE) assures that LEAs receiving subgrants will be required to provide instruction in reading to children with reading difficulties who have been or may be referred for evaluation under IDEA. LEAs will describe how they will provide this instruction in section 4 of the LRI application (see page 33 of the Application Packet). They will also be required to describe how they will use a reading program based on scientifically based reading research to improve the achievement of students with reading difficulties who have been or may be referred for evaluation.

(c) (3) (i) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services

The Local Reading Improvement (LRI) and Tutorial Assistance Subgrant (TAS) application rubrics require a specific set of criteria that all LEA applicants must follow. The highest scoring applicants, as determined by the rubric, will receive subgrant awards. KSDE will not award an LEA application that has a score below 30 points in section 7 of the Local Reading Improvement rubric.

100 pts. 7. Describe the professional development activities for classroom teachers and other instructional staff on the teaching of reading based on scientifically-based reading research, including tutorial staff. Explain how this professional development will be high-quality and on-going results-based professional development that will result in continuous improvement of the instructional staff. Include a timeline of the professional development activities that will take place and the qualifications of the individuals who will provide those continuous services.

Scoring Rubric:

Marginal (0-20 pts.)	Somewhat Rigorous (21-50 pts.)	Most Rigorous (51-100 pts.)
<ul style="list-style-type: none"> • The description of the professional development activities is incomplete. • There is no alignment with the professional development activities and the scientifically-based reading research. • The professional development activities are not continuous and total below 40 hours. • There is no evidence presented that any method will be used to measure changes in teacher effectiveness. • The professional development activities are not results-based. • Qualified individuals were not identified to deliver professional development activities. • No timeline is included for professional development. 	<ul style="list-style-type: none"> • The description of the professional development activities is not specific. • There is some alignment with the professional development activities and the scientifically-based reading research. • Professional development activities are continuous but not frequent and total between 40-50 hours. • Little evidence was presented that changes in teacher effectiveness will be measured. • It is difficult to determine if the professional development activities are results-based. • Qualified individuals were not always used to deliver professional development activities. • A timeline for professional development was included but it is not detailed. 	<ul style="list-style-type: none"> • The description of the professional development activities is specific. • The professional development activities are consistent with the scientifically-based reading research. • Professional development activities are continuous and on-going and total to more than 50 hours. • The use of multiple measures will be used to measure changes in teacher effectiveness. • The professional development activities are results-based. • The use of qualified individuals is always used to deliver professional development. • A detailed timeline for professional development activities is included.

* Definition of “qualified” = must follow “expert” definition but has completed specified training in reading and is qualified to teach reading instruction.

As stated above, the **most rigorous staff development will include 50 or more hours of ongoing professional development** for each LEA. This requirement will ensure a change in teaching methods that will be sustained over time.

The sections that follow discuss specific assurances concerning professional development. Assurances are based on rigorous review criteria from the rubrics (see Application Packet following the Narrative section for the full text). Reviewers will apply scoring rubrics that include a range of points and three corresponding categories: “marginal,” “somewhat rigorous,” and “most rigorous.” To maintain consistency in scoring, reviewer training will define a system that details how reviewers score points when part of a response to a particular category is “marginal” or “somewhat rigorous” and the remainder is “most rigorous.”

An assurance that each local educational agency to which the state educational agency makes a subgrant will provide professional development for the classroom teacher and other appropriate instructional staff on the teaching of reading based on scientifically based reading research (C)(i)

The Kansas State Department of Education assures that LEAs that receive subgrants will be required to provide professional development for classroom teachers and other instructional staff on the teaching of reading based on scientifically based reading research. It is the LEA applicant's responsibility to explain how professional development will be high-quality and how ongoing results-based professional development will result in continuous improvement of instructional staff (see the LRI rubric, sections 6 and 9, on pages 35, 36, 41, and 42 of the Application Packet).

The rubric further requires a specific description of the professional development activities that must be consistent with scientifically based reading research. LEAs will be expected to use multiple measures to measure changes in teacher effectiveness. LEAs must respond to the following questions.

6. Describe how the Reading Program proposed to be implemented meets all of the following criteria:
“SCIENTIFICALLY BASED READING RESEARCH.—The term ‘scientifically based reading research’—
“(A) means the application of rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties; and
“(B) shall include research that—
 “(i) employs systematic, empirical methods that draw an observation or experiment;
 “(ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
 “(iii) relies on measurements or observational methods that provide valid data across evaluators and observers, and across multiple measurements and observations;
 and
 “(iv) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

9. Describe how the applicant:
 - (a) will carry out professional development for the classroom teacher and other instructional staff on the teaching of reading based on scientifically based reading research;
 - (e) will use supervised individuals (including tutors), who have been appropriately trained using scientifically-based reading research, to provide additional support, before school, after school, on weekends, during non-instructional periods of the school day, or during the summer, for children preparing to enter kindergarten and students in kindergarten through grade 3 who are experiencing difficulty reading.

An assurance that each local educational agency to which the state educational agency makes a subgrant will use supervised individuals (including tutors), who have been appropriately trained using scientifically based reading research, to provide additional support, before school, after school, on weekends, during noninstructional periods of the before school, after school, on weekends, during noninstructional periods of the school day, or during the summer, for children preparing to enter kindergarten and students in kindergarten through grade 3 who are experiencing difficulty reading (C)(iv)

LEAs receiving subgrants will be required to explain how they will use supervised individuals, including tutors and others, who have participated in professional development activities on the teaching of reading based on scientifically based reading research. It is the applicant's responsibility to explain how the LEA will provide training and support for supervised individuals.

Applicants are also expected to describe how tutors will be trained to offer support to students experiencing difficulty in reading in pre-kindergarten through grade 3. They need to describe how tutors will provide additional support to students before school, after school, on weekends, during non-instructional periods of the school day, or during the summer for students preparing to enter kindergarten and students in kindergarten through grade 3 who are experiencing difficulty in reading. Questions LEA applicants must answer are below. Specific requirements are in section 9 of the LRI rubric and sections 7 and 8 of the TAS rubric on pages 41, 42, 59, 60, and 61 in the Application Packet).

9. Applicants must describe how they
 - (d) will use supervised individuals (including tutors), who have been appropriately trained using scientifically-based reading research, to provide additional support, before school, after school, on weekends, during non-instructional periods of the school day, or during the summer, for children preparing to enter kindergarten and students in kindergarten through grade 3 who are experiencing difficulty reading.
7. Describe the procedure the LEA will use for the creation and implementation of objective criteria to determine the eligibility of tutorial assistance providers and tutorial assistance programs. Such criteria should include the following:
 - (c) the ability to provide tutoring in reading to children who have difficulty reading, using instructional practices based on scientifically-based reading research or consistent with the reading instructional methods and content used by the school the child attends.
8. Describe how the LEA
 - (a) will ensure oversight of the quality and effectiveness of the tutorial assistance provided by each tutorial assistance provider that is selected for funding.

- (b) will provide for the termination of contracts with ineffective and unsuccessful tutorial assistance providers (as determined by the local educational agency based upon the performance of the provider with respect to the goals and timetables contained tutorial assistance providers.
- (c) will provide to each parent of a participating child who requests such information for the purpose of selecting a tutorial assistance providers for the children, in a comprehensive format, information with respect to the quality and effectiveness of the tutorial assistance.

LEA applicants for Tutorial Assistance Subgrants (TAS) will be required to respond with details on timing of tutorial assistance services. In section 4 of the TAS rubric, proposals must offer a variety of times to access tutorial assistance services and clearly state when services will be provided (see question below and full text on page 56 in the Application Packet).

- 4. Describe how the tutorial assistance program will meet the provision requiring tutorial assistance in reading before school, after school, on weekends, or during the summer to children who have difficulty reading, using instructional practices based on scientifically based reading research.

A description of how the state educational agency will ensure that professional development activities related to reading instruction and provided under this part are based on scientifically based reading research (B)(i)(II)

To enable LEAs to have a clear understanding of subgrant requirements, the Kansas State Department of Education will provide extensive technical assistance. Technical assistance to LEAs in writing successful applications, in understanding definitions and program eligibility requirements, as well as in meeting review criteria, will be provided through regional informational sessions.

In informational sessions for LEAs and for potential providers, KSDE project staff and institution of higher education contractors will provide user-friendly guidance on what constitutes scientifically based reading research as defined in the *Non-Regulatory Guidance for the Reading Excellence Program* (see the Application Packet, pages 5 and 6). Informational session facilitators will provide examples of available research-based models, such as those described by the Center for the Improvement of Early Reading Achievement (CIERA) in *Reading Reference for Reading Excellence* (1999), International Reading Association, and other references from the user-friendly guidance.

In order to receive LRI subgrants, eligible LEAs will need to demonstrate through their applications, as defined in review criteria presented in the rubric, that their proposed professional development activities for reading instruction will be based on scientifically based reading research and meet other rigorous criteria (see sections 6 and 9, pages 35, 36, 41, and 42, of the Application Packet).

How the activities assisted under this part will address the needs of teachers and other instructional staff, and will effectively teach students to read, in schools receiving assistance under section 2255 and 2256 (B)(ii)

The needs assessment component of the LRI and TAS rubrics (section 2 on pages 31 and 54 of the Application Packet) requires LEAs to provide information for each school selected to

participate in the reading program. They will need to provide data on results of state assessments, the number and percentage of students not meeting state and local indicators, local assessment results, and other data regarding the reading performance of students in each selected school. Using multiple sources of data and involving multiple staff, LEAs are expected to justify and clearly describe the needs to be addressed. LEAs must respond to the following questions from section 2 of the LRI and TAS applications.

2. Provide information for each school selected to participate in the reading program. Provide data on results of State assessments, number/percent of students not meeting state/local indicators, local assessment results, and other data regarding the reading performance of students in each school selected.

The instructional component of the LRI rubric (in section 3 on page 32 of the Application Packet) requires LEA applicants to describe the technical assistance and support that district personnel will provide to eligible attendance centers. District involvement in the application process and their roles in the program need to be specified. Districts must also describe how they will provide professional development and support to the school(s) implementing a program of instruction. Districts must further ensure that instruction will be provided by Kansas-certified staff who are trained in scientifically based reading research. Questions LEAs are required to answer for section 3 follow.

3. Describe the technical assistance and other support that district personnel will provide to eligible schools. Technical assistance should be provided to assist in the selection of one or more programs of reading instruction programs using scientifically-based reading research. Also, describe the district support for the professional development activities for all teachers and where appropriate, parents of participating children.

LEAs applying for Tutorial Assistance Subgrants will need to address effectiveness of tutorial assistance providers in response to section 7 of the TAS rubric (see pages 59 and 60 in the Application Packet). Applicant LEAs must describe the procedure they will use to determine the effectiveness of tutorial assistance providers and programs. The tutorial assistance program must provide tutoring using instructional practices based on scientifically based reading research. The proposal needs to provide supporting documentation on the effectiveness of providers with respect to reading instruction for early literacy. LEAs must respond to the following questions in section 7.

7. Describe the procedure the LEA will use for the creation and implementation of objective criteria to determine the eligibility of tutorial assistance providers and tutorial assistance programs. Such criteria should include the following:
 - (a) a record of effectiveness with respect to reading readiness, reading instruction for children in kindergarten through third grade and early childhood literacy.
 - (b) location in a geographic area convenient to the school or schools attended by the children who will be receiving tutorial assistance.
 - (c) the ability to provide tutoring in reading to children who have difficulty reading, using instructional practices based on scientifically-based reading research or consistent with the reading instructional methods and content used by the school the child attends.

Furthermore, in section 8 of the TAS rubric, LEAs are required to describe how they will ensure quality and effectiveness of tutorial assistance providers. Proposals must establish a clear and comprehensive role for the LEA in the oversight of the effectiveness of the tutorial

assistance provider(s) (see the questions below and the full text on page 61 of the Application Packet).

8. Describe how the LEA

- (a) will ensure oversight of the quality and effectiveness of the tutorial assistance provided by each tutorial assistance provider that is selected for funding.
- (b) will provide for the termination of contracts with ineffective and unsuccessful tutorial assistance providers (as determined by the local educational agency based upon the performance of the provider with respect to the goals and timetables contained tutorial assistance providers.
- (c) will provide to each parent of a participating child who requests such information for the purpose of selecting a tutorial assistance providers for the children, in a comprehensive format, information with respect to the quality and effectiveness of the tutorial assistance.

As eligible local educational agencies (LEAs) build their subgrant budgets, they will need to include extensive professional development in the first year of implementation, for school staff, volunteers, and parents. Professional development could be provided through a local, institution of higher education (IHE)-based, or out-of-state trainer and an ongoing mentoring system.

A cadre of trainers are available, through universities with well-developed "train the trainer" models for reading professional development already in place, to help district staff, tutors, and parents meet their professional development needs. The providers could work with multiple LEAs, ideally in a common regional area of the state, to give them technical assistance to implement programs based on scientifically based reading research.

Alternatively, LEAs may choose to select a qualified local trainer, as defined in the rubric, who is not closely associated with an institution of higher education (IHE) program. They might select a qualified trainer from an out-of-state program, as long as the individual selected would be available to commit to ongoing professional development activities.

An ongoing structured mentoring process would begin to ensure adequate follow-up to professional development activities. In the second year of the subgrant the focus for professional development will shift to ongoing mentoring, that might take the form of weekly support meetings, interactive television workshops, and/or regional workshops.

These widespread efforts in professional development for all teachers of reading will increase student achievement in reading. Other benefits will include improved teaching methods for reading for all staff who work with children.

The extent to which the activities will prepare teachers in all the major components of reading instruction (including phonemic awareness, systematic phonics, fluency, and reading comprehension) (B)(iii)

In section 5 of the LRI rubric (on page 34 of the Application Packet), LEAs are required to describe clearly how parents, tutors, and early childhood education providers will be assisted by literacy-related activities to enhance children's phonemic awareness, systematic phonics, fluency, and reading comprehension. The involvement of parents, tutors, and early childhood education providers in literacy-related activities needs to be meaningful and comprehensive.

Section 9 of the LRI rubric further requires the applicant to provide a detailed description of the professional development activities to support staff on teaching of reading based on scientifically based reading research (see pages 41 and 42 of the Application Packet).

How the state educational agency will use technology to enhance reading and literacy professional development activities for teachers, as appropriate (B)(iv)

Professional development initiatives will be enhanced through use of technology, including videotapes, CD-ROMS, online instruction, and instructional television. LEAs receiving Kansas Reading Excellence subgrants will need to describe how they will include technology-based strategies in their professional development initiatives in section 8 of the LRI rubric (on page 39 and 40 in the Application Packet).

Video use in schools is growing and taking different forms than in the past. Professional development through videos provides delivery of training in a common format at times and locations convenient to participants. Local education agencies receiving subgrants will have access to a variety of videos for professional development purposes.

For example, from 1994 to 1996, KSDE project staff held one-day conferences on scientifically based reading research and developed accompanying professional development videotapes and manuals for beginning reading, multicultural literacy, and developing local curriculum. Videotapes and manuals were distributed to school districts statewide by fall 1996. A staff development package with revised materials on revised standards was aligned with the new standards and disseminated in fall 1998.

Another example is a set of nine videotapes, with accompanying manuals, on the teaching of reading, offered through the Jones Institute for Educational Excellence at Emporia State University. Teachers can enroll for credit, view the videotapes, and work through assignments in the manuals. The nine topics available to teachers are: Introduction/Developing a Belief System, Approaches to Reading Instruction, Lesson Format Models, Organizing for Reading Instruction, Grouping and Tracking for Reading Instruction, Determining Reading Potential, Assessment and Reporting, Research and Reading Instruction, and Instruction for Atypical Readers (Pauls, 1999).

An example of CD-ROM resources is the Kansas Reading Resources CD-ROM. In March 1999 the Kansas Board of Education approved a contract with Education Services and Staff Development Association of Central Kansas (ESSDACK) to develop a CD-ROM reading resource (KSBE, 1999). The CD-ROM will inform teachers and administrators about high-quality research-based program models and uses of technology for reading. It will identify best practices based on scientifically based reading research. In addition, ESSDACK will duplicate the CD-ROMs and develop a website accessible through the KSDE website for schools, parents, and members of the public.

An example of online professional development is the Online Academy at the University of Kansas. It provides a federally funded research-to-practice program delivering online professional development modules in reading and technology for teachers. Teachers of reading who work with young children may access online modules for credit through a university or college that makes arrangements for delivery with the Online Academy.

Additional technology resources include technical assistance and professional development for teachers of reading through instructional television (ITV). This distance-learning method of delivery permits trainers to reach instructional staff in various regions of Kansas (see Appendix 9 for map of ITV sites). Instructional television incorporates an integrated approach to programming that allows districts to provide affordable and sustainable delivery.

These examples of technology resources available to the Kansas State Department of Education and LEAs will improve efforts of Kansas Reading Excellence.

(c) (3) (ii) The extent to which the technical assistance services to be provided by the proposed project involve the use of efficient strategies, including the use of technology, as appropriate, and the leveraging of non-project resources

The Kansas State Department of Education (KSDE) will provide technical assistance before and after Kansas Reading Excellence subgrants are awarded to LEAs. Three regional informational sessions for the 82 districts qualified to seek Kansas Reading Excellence funds will provide participants with criteria for programs based on scientifically based reading research, possible strategies for developing programs, and ways to provide professional development.

Sessions will explain criteria that providers of professional development will be expected to meet. Informational sessions will clarify that all instruction must be provided by staff who are certified in Kansas and trained in scientifically based reading research. Sessions will show LEAs how to build local capacity for professional development based on reading content and on scientifically based reading research. Informational sessions will share ways LEAs can build reading programs into school improvement plans (see the Plan of Operation section above) and will provide further resources.

Following these sessions, KSDE project staff and representatives of an institution of higher education (IHE) will provide technical assistance for LEAs interested in writing subgrant proposals for Kansas Reading Excellence funds. Technical assistance will be available by phone, instruction television (ITV), or visits. The Kansas State Department of Education (KSDE) will put out a competitive bid, through a request for proposal process, for institution of higher education (IHE) contractors to provide technical assistance to local educational agencies (LEAs) as they apply for subgrants. IHE contractors that are selected will ensure that local technical assistance meets *Reading Excellence Act* legislative requirements and is effective (see the Plan of Operation section above).

An informational session will be offered for interested parties wanting to provide professional development needed for LEAs to implement scientifically based reading research programs and strategies. Content of the session for interested professional development members includes an overview of the grant application requirements for reading programs, of possible strategies for program development, and of Kansas' Results-Based Staff Development model.

KSDE project staff will give an overview of the expectations for the professional development provider and the participating LEA. A review of what qualifies as scientifically based reading research, as noted in the guidelines of the Application Packet, will follow. KSDE project staff will present information from the subgrant application. A representative of an institution of higher education will give an overview of criteria for scientifically based reading research. Several reading programs will be used as examples, and participants will discuss how the reading programs would meet the qualifications for scientifically based reading research (see the Plan of Operation section above).

LEAs will have the option to contract with IHE providers for technical assistance to write the application. LEAs will select qualified individual(s) to provide professional development and indicate their selection in the application (see section 7 of the LRI application on page 37 in the Application Packet). Applicants will also be expected to explain how they will maintain reading programs after the funding period ends.

Following grant awards, professional development coordinators and district representatives of LEAs will meet. The meeting will discuss the expectations of the grant award. Professional development coordinators will be given time to discuss approaches to professional development. They will also develop a plan to coordinate opportunities for sharing their work with schools not receiving grant funds (see the Plan of Operation section above).

KSDE project staff will coordinate two meetings per year with professional development coordinators and representatives from LEAs who received subgrants. In the meetings staff will receive reports of progress, and representatives from LEAs will network with fellow subgrant recipients. In the May 2002 meeting, participants will plan how to continue reading programs after the funding period ends (see the Plan of Operation section above).

KSDE project staff and IHE contractors will provide technical assistance to schools and professional development coordinators throughout each year. KSDE project staff will visit each school twice during the year. During school visitations project staff will provide technical assistance as needed (see the Plan of Operation section above).

A description of how the state educational agency will make local educational agencies described in sections 2255(a)(1) and 2256(a)(1) aware of the availability of subgrants under sections 2255 and 2256 (E)(iii)

When the Kansas State Department of Education (KSDE) receives notification that it will be granted a Reading Excellence award, project staff will prepare a letter to all eligible LEAs. The letter will summarize subgrant requirements and invite LEAs to regional informational sessions. The letter will be sent out as early as possible upon receipt of the state award, so that eligible local educational agencies (LEAs) have sufficient time to provide public notice within 30 days to possible providers of professional development and to parents as required.

Before KSDE is able to accept subgrantee applications, KSDE project staff and IHE contractors will need to provide extensive technical assistance to LEAs and potential service providers in writing successful applications, in understanding definitions and program eligibility requirements, and in meeting review criteria. Technical assistance will be provided through regional workshops.

Eligible local educational agencies (LEAs) will need high-quality support to write their applications for subgrants and implement their project activities. Some smaller districts with fewer resources may need assistance in developing a high-quality subgrant application. LEAs could contract with institution of higher education (IHE) contractors for technical assistance to write the application.

A description of how the state educational agency will promote reading and library programs that provide access to engaging reading material (E)(ii)

In section 4 of the LRI rubric, the LEA is required to describe how it will promote reading and library programs that provide access to engaging reading material (see page 33 of the Application Packet). The proposal must clearly describe the involvement of library programs in providing engaging reading material to support the reading program. LEA applicants must answer the following question.

4. Describe how the local educational agency will:
 - (b) promote reading and library programs that provide access to engaging reading material.

Applicants for Kansas Reading Excellence subgrants will receive information about Kansas State Library Literacy Program resources in informational sessions. Resources of the Kansas State Library Literacy Program include a variety of services which districts receiving Kansas Reading Excellence subgrants could access for their programs. The Kansas State Library Literacy Program provides current information to literacy programs that assist adults and children to learn to read better. The Kansas State Library Literacy Program also offers information on volunteer management (Kansas State Library, 1999).

The services of the Kansas State Library Literacy Program include literacy consulting and technical assistance. Staff members offer assistance with program development, tutor training, and volunteer management. They are also available for presentations on literacy issues and reading in workshops. The Kansas State Library Literacy Program houses an extensive collection of video and print materials and maintains listings of national, regional, state, and local literacy providers.

In addition, the Kansas State Library Literacy Program is a co-sponsor of the Read to Kids-Kansas family reading initiative. This ongoing initiative encourages parents and children to share reading on a daily basis. Further information on Read to Kids-Kansas is in Narrative section (b)(2)(i).

Other local resources may be available to LEAs to benefit their reading programs. Local libraries, churches, service clubs, government agencies, and other organizations might provide access to engaging reading material for young children. Applicants will be expected to coordinate their activities with available resources (see section 4 of the LRI application on page 33 of the Application Packet).

(c) (3) (iii) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice

How subgrants made by the state educational agency under sections 2255 and 2256 will meet the requirements of this part, including how the state educational agency will ensure that subgrantees will use practices based on scientifically based reading research (B)(vi)

The Kansas State Department of Education (KSDE) assures that LEAs receiving subgrants will be required to use practices based on scientifically based reading research through reviewer evaluation of sections 6 and 9 of the LRI application (see pages 35, 36, 41, and 42 of the Application Packet). The LRI rubric for section 6 requires that reading programs have a strong theoretical base and be based on findings from research. The reading program needs to have been evaluated using both test scores and structured observations of student behaviors across multiple years. The program should have been running and successfully implemented for more than five years in the original school and up to four years in other schools. Information is required on the program's teacher training activities and the demographic characteristics of the students in the study school.

As part of criteria for the request for proposal for institution of higher education (IHE) contractors, KSDE will ensure that contractors are required to use the knowledge base of scientifically based reading research. An IHE contractor will need to provide evidence of an interdisciplinary approach to reading. A contractor will also need to furnish a broad base of research theory through the team of researchers the IHE selects.

An assurance that each local educational agency to which the state educational agency makes a subgrant will provide family literacy services based on programs such as the Even Start family literacy model authorized under Part B of Title I, to enable parents to be their child's first and most important teacher (C)(ii)

LEAs receiving subgrants will be required to provide family literacy services based on programs such as the Even Start family literacy model authorized under Part B of Title I to enable parents to be their child's first and most important teacher. In section 9 of the LRI application, the LEA's proposal must provide a clear description of the family literacy services that will be offered to families (see pages 41 and 42 of the Application Packet).

Furthermore, family literacy services will be required to meet the definition stated in Amendments to Even Start Family Literacy Programs, Section 202 (3). This section defines family literacy services as those "provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family and that integrate all of the following activities:

"(A) Interactive literacy activities between parents and their children.

"(B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.

"(C) Parent literacy training that leads to economic self-sufficiency.

"(D) An age-appropriate education to prepare children for success in school and life experiences."

LEAs will be expected to explain how their proposed services meet this definition of family literacy services in response to section 9 of the Kansas Reading Excellence LRI application. They must also explain how they will use family literacy services to provide quality literacy instruction to families impacted by Even Start.

(c) (3) (iv) The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services

The needs assessment component of the LRI and TAS rubrics (section 2 on pages 31 and 54 of the Application Packet) requires LEAs to provide information for each school selected to participate in the reading program. They will need to provide data on results of state assessments, the number and percentage of students not meeting state and local indicators, local assessment results, and other data regarding the reading performance of students in each selected school. Using multiple sources of data and involving multiple staff, LEAs are expected to justify and clearly describe the needs to be addressed, as well as interventions, programs, and strategies that will best meet the needs. LEA applicants must also answer the following question in response to section 1 of the LRI application (see page 30 in the Application Packet).

1. Please provide a one-page description of the proposed grant program which include the following:
 - The specific population of students and staff who will participate in the program.

An assurance that each local educational agency to which the state educational agency makes a subgrant will carry out programs to assist those kindergarten students who are not ready for the transition to first grade, particularly students experiencing difficulty with reading skills (C)(iii)

The Kansas State Department of Education (KSDE) assures that LEAs receiving subgrants will be required to carry out programs to assist those kindergarten students who are not ready for the transition to first grade, particularly students experiencing difficulty with reading skills. In section 9 of the proposal, applicants must provide a clear and concise description of how kindergarten students who are not ready for the transition to first grade will be assisted (see pages 41 and 42 of the Application Packet).

How the state educational agency will, to the extent practicable, make grants to subgrantees in both rural and urban areas (B)(vii)

The process of determining which local educational agencies (LEAs) are eligible to apply for Kansas Reading Excellence subgrants has provided insights as to whether subgrantees are in rural or urban areas. The two largest cities - Kansas City and Wichita - have at least one district with eligible attendance centers, and these districts will be encouraged to apply in informational sessions. The majority of the 82 eligible districts are in rural areas, and informational sessions will be offered in three regions of the states to encourage LEAs from rural areas to participate and to apply. A list of eligible districts is included in Appendix 4.

(c) (3) (v) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services

Kansas Reading Excellence subgrants will be coordinated with ongoing efforts in Quality Performance Accreditation (QPA), the State Improvement Plan for Goals 2000: Educate America Act, and with other professional development initiatives associated with Title I, Title II, Adult Education and Family Literacy, IDEA, research-based programs, use of volunteers, and use of technology. Through high-quality LEA subgrant programs, the Kansas Reading Excellence Grant will be coordinated with a number of ongoing staff development, school reform, and literacy programs that impact the effectiveness of literacy programs and lead to improved student performance. LEAs will need to explain how they will structure instructional components, professional development activities, programs based on scientifically based reading research, coordination, and measures of impact as outlined in the rubrics of the Application Packet.

To avoid duplication of effort, LEA applications will be reviewed for evidence of true coordination - how Kansas Reading Excellence programs will supplement ongoing programs as well as how ongoing programs will support Kansas Reading Excellence programs. Applications will need to demonstrate how professional development based on scientifically based reading research will train all teachers of reading. Coordination with local, state, and federal resources at work in Kansas staff development, school reform, and literacy programs will avoid duplication of effort and provide maximum results. The sections that follow describe ongoing literacy services and professional development initiatives relative to Reading Excellence goals.

Assurance that the Governor of the state, in consultation with the state educational agency, has established a reading and literacy partnership and a description of how such partnership assisted in the development of the state plan (A) (i)

Governor Bill Graves and Commissioner of Education Andy Tompkins of the Kansas State Department of Education have worked together to establish a Governor's Council for Kansas. A list of members of the newly formed Governor's Council is in Appendix 1. Representatives of the Governor's Council have provided oversight for the development of the state plan for Kansas Reading Excellence.

Assurance that the Governor of the state, in consultation with the state educational agency, has established a reading and literacy partnership and a description of how such partnership will be involved in advising on the selection of subgrantees under sections 2255 and 2256 (A) (ii)

The newly formed Governor's Council established by Governor Graves and Commissioner Tompkins provides both oversight for the Kansas Reading Excellence project and individual contributions from its members. Some of its members, as determined by consensus of the partnership, may serve in an advisory capacity to the Kansas State Department of Education (KSDE) when the state review panel applies the review criteria to LEA applicants' proposals, as described in the plan of operation.

In addition, a resource committee comprised of persons with reading expertise will be available to assist the Governor's Council as needed. The resource committee members will represent Kansas regional education service centers and six Board of Regents institutions of higher education: University of Kansas, Kansas State University, Fort Hays State University, Pittsburg State University, Wichita State University, and Emporia State University.

Assurance that the Governor of the state, in consultation with the state educational agency, has established a reading and literacy partnership and a description of how such partnership will assist in the oversight and evaluation of such subgrantees (A) (iii)

As noted in legislative section (A)(ii) above, the Governor's Council established by Governor Graves and Commissioner Tompkins provides both oversight for the Kansas Reading Excellence project and individual contributions from its members. Some of its members, as determined by consensus of the partnership, will serve in an advisory capacity to the Kansas State Department of Education (KSDE) to provide oversight for or to evaluate subgrantees.

The process that the state used to establish the reading and literacy partnership described in subsection (d) (B)(viii)

As noted in response to legislative section (A)(i) above, the Governor's Council was established by Governor Graves and Commissioner Tompkins of the Kansas State Department of Education. Initially, Commissioner Tompkins and Governor Graves communicated to consider who might become potential members of the partnership. The Commissioner and Assistant Commissioner Sharon Freden worked together to develop a list of potential members, and Commissioner Tompkins submitted the list to the Governor. Governor Graves then determined and appointed members to the partnership.

In considering required participants and optional participants, Dr. Freden, Commissioner Tompkins, and Governor Graves reviewed organizations that provide quality literacy services

and education for young children. Some members of the Governor's Council serve as required participants or are representing organizations. They also looked for members that provided a range of expertise in reading from all regions of the state. The current Senate Education Chair, Senator Barbara Lawrence, and Senate Education Ranking Member, Senator Christine Downey, are former teachers in Kansas. These leaders have supported extensive legislation to provide increased funding for literacy education in Kansas. Because of anticipated elections and reorganization of legislative committees each legislative session, membership on the Governor's Council is subject to change.

Superintendent Ray Daniels has initiated extensive efforts to reorganize the structure of the Kansas City Public School District to improve reading achievement for all students. Dr. Tes Mehring, Dean of the School of Education at Emporia State University, has been recognized for her role in improving teacher quality.

(d) Adequacy of resources

(d) (1) The adequacy of resources for the proposed project

An adequate support base for the project is available at the Kansas State Department of Education (KSDE). The KSDE offices are located near the state capitol in downtown Topeka. Office space is provided to staff at KSDE on an in-kind contribution basis. KSDE provides an accessible facility and meets federal and state regulations and building codes. All KSDE and grant-sponsored training activities occur in accessible locations as mandated by federal and state regulations. Services including interpreters, braille, or other assistance are provided as needed at training sessions and meetings.

KSDE has its own computer network system and access to the internet, electronic mail, and Special Law. KSDE is also linked to a statewide interactive video network and has limited desktop conferencing capabilities. A management information system for education service resources and data collection is operational, and enrollment counts from LEAs are reported electronically. An overview of KSDE programs and accountability reports from schools are available at <http://www.ksbe.state.ks.us> for review.

The adequacy of the budget to support the proposed Kansas Reading Excellence Grant is demonstrated by the fact that Kansas State Department of Education staff have analyzed resources that are currently available in support of project goals as well as new resources that are essential to the project. The budget section in Part II details how project funds will be used to accomplish the objectives of the project.

(d) (2) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits

In developing the budget for the Kansas Reading Excellence Grant, key project personnel have analyzed each activity to determine available resources and costs of new resources and have analyzed personnel time commitments necessary to carry out the activities and objectives. The primary administrative costs of the project (3%) are those associated with providing for a thorough review process and for technical assistance to LEAs and professional development

providers before and after subgrant awards. The project will support staff, fringe benefits, and subcontracts to fulfill project objectives; travel and meeting expenses associated with technical assistance, subgrant review, and Governor's Council meetings; project evaluation (2%); Local Reading Improvement subgrants (80%); and Tutorial Assistance Subgrants (15%). Specific costs and the relevance of line items to each objective are detailed in the budget section.

Administrative costs, which represent 3% of the total amount requested from federal funds, are \$240,000.00. The in-kind contributions of the Kansas State Department of Education (KSDE) for the project amount to \$151,508.00, which is 39% of the total administrative funds (\$391,508.00) for the project over a three-year period. This in-kind amount demonstrates a substantial commitment to the project.

The project has the potential to impact more than 46,000 children and adults statewide. These numbers include more than 2,000 licensed teachers and administrators in up to 82 school districts and 44,000 students in those districts. Continued support of LEA programs after federal funding ends is ensured as LEAs develop plans for sustaining programs through subgrant proposals and post-award technical assistance efforts. The project will support local capacity development to implement the systemic improvements proposed in this application. Moreover, the use of a continuous improvement framework to accomplish project goals assists local participants to recognize that educational improvement requires ongoing commitments to results.

Finally, high-quality LEA subgrant proposals will indicate anticipated results and benefits. In section 10 of the LRI application and section 9 of the TAS application, LEA proposals are expected to establish high achievement expectations for students and for schools and to demonstrate that a high percentage of students will move up in performance levels. Proposals need to outline several local indicators to support program impact, and the corresponding benchmarks should be set at a high level.

(e) Quality of the management plan

(e) (1) The quality of the management plan for the proposed project

The management plan for the Kansas Reading Excellence Grant consists of four components: timeline and responsibilities table, the plan of operation, organizational scheme, and budget. The timeline and responsibilities table shows the responsibilities of the project management team and project staff over time (see Appendix 6).

After the project is funded, the timeline and implementation plan for each goal and objective will be refined by project management. This process will allow for grant implementation to be integrated into professional development and family literacy activities, further planning and involvement at institution and district levels, and other management issues that are identified.

The project management team will have responsibility for the overall management of the project. Dr. Sharon Freden (.05 FTE), Mr. Ken Gentry (.10 FTE), and Dr. Steve Adams (.10 FTE) will share responsibilities of the Kansas Reading Excellence project management team. Dr. Freden has served as Assistant Commissioner of the Learning Services Division since 1984. Her responsibilities include implementation of Quality Performance Accreditation; state K-12 curriculum standards and assessment; special education; special state and federal programs; certification of educators and approval of educator-preparation programs; and approval of local district staff development programs.

As Team Leader of Consolidated and Supplemental Programs, Mr. Gentry provides overall leadership, coordination, and administrative responsibilities associated with various State and Federal Programs, including: Title I, Neglected/Delinquent programs, Title VI, Title II, Migrant, State/Federal Bilingual, ESL Programs, At-risk grant programs, Homeless, Health and CDC, Parents as Teachers, Community Services and Goals 2000. The Consolidated and Supplemental Programs Team provides technical assistance, application approval, and distribution of funds for state and federal education programs.

Dr. Adams serves as Team Leader for School Improvement and Accreditation. Prior to assuming the team leader position, he served as district superintendent and provided administrative leadership for several schools. The mission of School Improvement and Accreditation is to support Kansas learning communities in demonstrating continuous improvement of learning for all students. The resumes of current staff who will provide project management are in Appendix 6.

New project staff needed for Kansas Reading Excellence are a project coordinator (.50 FTE) and project secretary (.50 FTE). Responsibilities of the project coordinator will include:

- Coordinate all informational and technical assistance meetings with staff development coordinators and district representatives (8 pre-award meetings and 6 meetings after awards are made).
- Prepare and facilitate presentations for informational and technical assistance meetings.
- Write contracts.
- Make six project reports to Kansas State Board of Education and Governor's Council.
- Visit LEAs receiving subgrants (at least two visits per year for a total of four visits per district).
- Provide technical assistance via telephone, ITV, video conferencing, or visits.
- Coordinate presentations at annual conferences with state and national organizations.
- Write reports for USDOE.
- Write reports and coordinate LEA reports to provide data to the external evaluator.
- Coordinate three annual meetings for the Governor's Council.
- Meet regularly with project management team to provide updates of grant activities and progress towards Kansas Reading Excellence goals and objectives.
- Meet regularly with teacher standards committee as Language Arts Concentration standards for teachers at Early Childhood levels are developed and aligned with Reading Excellence training requirements.

The project secretary's duties will include assisting the project with correspondence, telephones, and recordkeeping. The secretary will assist with travel and meeting arrangements and assembly of training materials.

An evaluation contractor, with guidance from KSDE Planning and Research Director, Dr. Sherrill Martinez, will assist LEAs in data collection for evaluation (also see the budget section, timeline and responsibilities chart, and evaluation specifications).

The final components of the management plan are the project budget, the plan of operation, and the organizational scheme. The budget explanation describes all project resources (see budget section), and the plan of operation shows how project resources will be used to accomplish each objective (see Narrative section (b)(1) above). The organizational scheme (see Appendix 7) shows the relationship of boards and committees with LEAs and with project leadership and staff. Together these four components demonstrate how the Kansas State Department of Education will achieve the objectives of the project on time and within budget.

(e) (2) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate

The Kansas State Department of Education will ensure that the perspectives of families, teachers, the business community, a variety of disciplinary fields, recipients of services, and others are reflected in all major decisions regarding the Kansas Reading Excellence Grant through the Governor's Council (see representation details in Appendix 1 above) and through the state review panel (see the plan of operation). The state review panel will include individuals who provide professional development based on scientifically based reading research to teachers of reading and to other instructional staff. It will also include individuals who have highly relevant training, expertise, or experience that renders them competent to review subgrant proposals.

Review panel members will include representatives from Kansas Reading Professionals in Higher Education, American Educational Research Association, Literacy Volunteers of America, Head Start, and the Governor's Council, the reading and literacy partnership established in Kansas (see Narrative section (c)(3)(v) and Appendix 1 for a description of the Governor's Council). Representatives with expertise in special education from institutions of higher education, as well as providers of family literacy, adult education, and early childhood education, will also serve as reviewers. To further ensure a diversity of perspectives, panel members may represent additional stakeholder groups. For example, a review panel member might be a parent of a child who would participate in a reading program, be a member of the Governor's Council, or be a member of Kansas Reading Professionals in Higher Education.

Another way diversity will be ensured in the operation of the project is through IHE contractors. As part of criteria for the request for proposal for institution of higher education (IHE) contractors, KSDE will ensure that contractors are required to use the knowledge base of scientifically based reading research. An IHE contractor will need to provide evidence of an interdisciplinary approach to reading. A contractor will also need to furnish a broad base of research theory through the team of researchers the IHE selects.

Also, diverse groups of people will be involved in developing and participating in project activities. In an effort to close gaps in reading achievement between groups with minority status, whether based on race, ethnic origin, or socioeconomic disadvantage, KSDE will encourage LEAs with high minority populations to submit high-quality Kansas Reading Excellence applications. Project staff will ensure that LEAs address further issues related to diversity of perspectives as they are identified in informational sessions, subgrant applications, and technical assistance.

(f) Quality of the project evaluation

(f) (1) the quality of the evaluation to be conducted of the proposed project

A description of how the state educational agency will assess and evaluate, on a regular basis, local educational agency activities assisted under this part, with respect to whether they have been effective in achieving the purposes of this part (E)(iv)

As part of goal 3 of the plan of operation (in section (b)(1) above), KSDE project staff will provide technical assistance to schools and professional development coordinators throughout each year. Schools will regularly evaluate their program and provide biannual updates of progress and evaluation results at the biannual meetings. LEA evaluation results will inform stakeholders and KSBE, will be disseminated locally and at national conferences, and will be used to make modifications in project services.

During the February 2000 technical assistance for LEAs receiving subgrants, KSDE project staff and IHE contractors will provide a research design for collecting evaluation data. The research design will incorporate national recommendations for reading research, research questions based on priority objectives of Kansas Reading Excellence, and research questions based on the content of LEA subgrants. Assistance will be provided to LEAs as they develop a plan for collecting evaluative data.

The Kansas State Department of Education (KSDE) will develop a competitive bid process, through a request for proposal, for a highly qualified contractor to regularly assess and evaluate activities and progress of local educational agencies (LEAs) as they implement local programs. The specifications for the competitive bid are described in detail in section F below. The evaluation contractor that is selected will follow these specifications to ensure that local activities meet legislative requirements and are effective.

Through the evaluation contractor, the Kansas State Department of Education will evaluate model programs and build a knowledge base for effective practice. Reading Excellence evaluation results will be disseminated locally and nationally.

The knowledge base for effective practice will then be used by the Kansas State Department of Education to determine how to further focus Title I funds, as well as professional development efforts for reading, on programs that are most effective. **Focusing resources on the most effective programs will enable Kansas to close the gaps in reading achievement between student groups and increase overall reading achievement for all students.**

(f) (2) (i) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible

Objective performance measures for priority objectives will be used in formative and summative evaluation. Specifications for formative and summative evaluation are indicated in tables in Narrative section (f)(2)(ii). Evaluation activities for each priority objective and a variety of instruments will ensure both quantitative and qualitative data for analysis.

(f) (2) (ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes

Three evaluation activities associated with priority objectives are established along a timeline that allows for annual participation and outcome data. Evaluation products for annual review will include (1) descriptions and outcomes of professional development activities in the area of reading and literacy instruction, (2) descriptions of parent involvement in family literacy and literacy-related activities, (3) documentation of training and technical assistance given to service providers, (4) descriptions of programs that were implemented, and (5) anecdotal and observation data. Interim evaluation reports will be written yearly, to document progress in professional development and program implementation. Reports will be shared at meetings and conferences to inform LEA subgrantees, Governor's Council, Kansas State Board of Education, and education stakeholders. Baseline data concerning reading achievement, instructional practices and special education placements will be collected during year one of the program. At the end of year three, there will be a comparison of baseline and current year data.

A description of the evaluation instrument the state educational agency will use for purposes of the assessments and evaluations under subparagraph (E)(iv) (F)

The contractor who is selected to assess and evaluate activities, as described in section (f)(1) above, will provide formative and summative evaluation based on the priorities that follow.

PRIORITIES OF THE READING AND LITERACY GRANTS

The following are the priority objectives of the Reading and Literacy Grants:

- Professional development activities will be based on scientifically based reading research.
- Professional development activities will improve instructional practices in reading.
- Professional development activities will prepare teachers in all the major components of reading instruction.
- Technology will be used to enhance reading and literacy professional development activities.
- Parents will participate in literacy-related activities to enhance their children's reading.
- Families will be provided literacy services based on programs such as the Even Start Family Literacy Model.
- Kindergarten children who are struggling with acquiring reading skills will be given assistance in their transition to first grade.
- Kindergarten through grade three children who are struggling with acquiring reading skills will be offered additional support outside of the normal instructional day (before school, after school, summer, weekends) by trained tutors.
- Reading and library programs that provide access to engaging reading materials will be promoted.
- There will be a reduction in special education referrals based on reading difficulties alone.
- There will be coordination of effort among literacy programs in the state to avoid duplication of effort.

A formative evaluation of LEA activities will summarize the theoretical basis and objectives of professional development activities; programs implemented to involve parents in literacy-related activities; programs to help kindergarten children in their transition to the first grade;

programs to promote K-3 student reading skills implemented outside of the regular school day; promotional efforts for reading and library programs; and multi-agency/program coordination efforts. The formative evaluation will also explore how well LEAs implement their proposed plans. A summative evaluation will determine changes in instructional practices, special education referrals, and reading achievement.

Changing instructional practices and implementing research-based programs take time. Real differences in student reading and literacy achievement will occur *after* a district implements a well-structured, research-based professional development and student support plan. Interim evaluation reports will be written yearly, to document progress in professional development and program implementation. Baseline data concerning reading achievement, instructional practices and special education placements will be collected during year one of the program. At the end of years two and three, there will be a comparison of baseline and current year data.

FORMATIVE EVALUATION

Objectives	Evaluation Activities	Person Responsible	Instrument(s)	When
1. Implement research-based professional development in the area of reading and literacy instruction.	a. Briefly describe professional development activities in the area of reading and literacy instruction offered to staff, including -- (1) Summary of relevant research (2) Results of assessment to determine professional development needs of teachers (3) No. and grade levels of teachers participating in professional development activities (4) How professional development is delivered (<i>including use of technology</i>) (5) Outcomes of professional development	a. Professional development coordinator in districts given subgrants (Aggregated and analyzed by contracted evaluator)	a. Instructions on what to include in the subgrant and annual narratives, developed by SEA	a. In the LEA subgrant proposal, with number and outcome data reported at the end of each school year
2. Increase parent involvement in reading and literacy activities.	a. Describe literacy-related activities for children, conducted by LEA, that involve parents b. List all literacy services (such as the Even Start Family Literacy Model) provided by the LEA or a partner agency to parents; document the level of parent participation and how technology is used in delivery of services	a. & b. LEA subgrant coordinator (Aggregated and analyzed by contracted evaluator)	a. & b. Instructions on what to include in the subgrant and annual narratives, developed by SEA	a. & b. In the LEA subgrant proposal and at the end of each school year
3. Offer reading and literacy instruction outside of the regular instructional day.	a. Document the training and technical assistance given to service providers, including to tutors, and how services are provided (<i>including use of technology</i>) b. Describe the programs implemented c. Provide an evaluation of the programs, including results from instruments used to measure achievement change	a., b., & c. LEA subgrant coordinator (Aggregated and analyzed by contracted evaluator)	a., b., & c. Instructions on what to include in the subgrant and annual narratives, developed by SEA	a. & b. In the LEA subgrant proposal and at the end of first year c. At the end of third year

FORMATIVE EVALUATION CONTINUED

Objectives	Evaluation Activities	Person Responsible	Instrument(s)	When
4. Coordinate reading and literacy instruction efforts among multiple agencies.	<ul style="list-style-type: none"> a. Provide a description of coordinated effort, including objectives and names of agencies involved b. Provide meeting agenda and minutes 	a. & b. LEA subgrant coordinator. (Aggregated and analyzed by contracted evaluator)	a. & b. Instructions on what to include in the subgrant and annual narratives, developed by SEA	<ul style="list-style-type: none"> a. At beginning of the contract period b. At end of third year
5. Help kindergarten students make a successful transition to first grade.	<ul style="list-style-type: none"> a. Describe how kindergarten students are identified for special assistance b. Describe the special assistance programs offered to kindergarten students with limited literacy/reading skills c. Provide an evaluation of the programs, including results from instruments used to measure objectives of programs 	a., b., & c. LEA subgrant coordinator (Aggregated and analyzed by contracted evaluator)	a., b., & c. Instructions on what to include in the subgrant and annual narratives, developed by SEA	<ul style="list-style-type: none"> a. & b. At beginning of the contract period c. At end of third year
6. Increase student and family use of reading and library programs.	<ul style="list-style-type: none"> a. Describe programs implemented or expanded to increase student and family use of programs b. Document use of programs c. Analyze trends 	a., b., & c. LEA subgrant coordinator (Aggregated and analyzed by contracted evaluator)	a., b., & c. Instructions on what to include in the subgrant and annual narratives, developed by SEA	<ul style="list-style-type: none"> a. & b. At beginning of the contract period c. At end of third year

SUMMATIVE EVALUATION

Objectives	Evaluation Activities	Person Responsible	Instrument(s)	When
<p>1. Make instructional practices more effective in increasing reading and literacy skills among K-3 students.</p>	<p>a. Complete observations and interviews for a random sample of classrooms in the districts awarded subgrants to determine if reading programs are implemented as proposed and if teachers are practicing skills taught in staff development activities</p> <p>b. Review documentation of professional development activities in reading and literacy completed by teachers in observed schools</p> <p>c. Complete a survey concerning the content and value of reading and literacy professional development activities (indicate whether phonemic awareness, systematic phonics, fluency, and reading comprehension were covered)</p> <p>d. Analyze results of a-c</p>	<p>a. & b. A person trained in the use of the observation/interview/review instrument</p> <p>c. A random sample of teachers in the districts awarded subgrants</p> <p>d. Contracted evaluator</p>	<p>a. & b. An observation/interview & review instrument developed by the contracted evaluator</p> <p>c. A teacher survey developed by the contracted evaluator</p>	<p>a. & b. Near the beginning of the study period and at the end of year three</p> <p>c. At the end of year three</p> <p>d. At the end of year three</p>
<p>2. Improve reading skills among K-3 students.</p>	<p>a. Analyze results of the reading diagnostics assessments for grades 2 and 3 for the districts awarded subgrants</p> <p>b. Analyze results of locally identified reading assessments for the districts awarded subgrants</p> <p>c. Analyze reading assessment results by type of reading program offered (e.g., after school tutoring, <i>Success for All</i>)</p>	<p>a., b., & c. Contracted evaluator</p>	<p>a. & c. Reading diagnostic assessment, district selected from state list</p> <p>b. & c. Locally identified reading assessments</p>	<p>a. & b. At the beginning of the study period and at the end of year three</p> <p>c. At the end of year three</p>
<p>3. Reduce referrals to special education that are based primarily on poor reading and literacy skills.</p>	<p>a. Report total number of referrals to special education by schools involved in subgrant program</p> <p>b. Report total number of referrals included in number in 'a' that listed 'low reading skills' as a reason for referral</p> <p>c. Analyze trends</p>	<p>a. & b. LEA subgrant coordinator</p> <p>c. Contracted evaluator</p>	<p>a. & b. Form provided by SEA</p>	<p>a. & b. At the beginning of the study period and at the end of year three</p> <p>c. At the end of year three</p>

Absolute Priority: Exclusive Funding for Elementary School Reading Instruction

All 82 eligible school districts have attendance centers that are on Title I school improvement status or that have the two highest poverty numbers or percentage rates in the district. The socioeconomic indicator for poverty that the Kansas State Department of Education (KSDE) uses is the number of students eligible to receive free and reduced-price lunches under the National School Lunch Program. This same measure of eligibility may be used to determine poverty rates and poverty numbers for attendance centers in districts that receive Title I funds and that are eligible to apply for Kansas Reading Excellence subgrants. Other poverty measures are indicated in the Kansas Reading Excellence guidelines (see pages 1 and 2 of the Application Packet).

According to the guidelines, only districts are eligible that:

- Have at least one school eligible for school improvement under section 1116 (c) of Title I in the geographic area served;
- Have the largest, or second largest, number of children who are counted under section 1124 (c), in comparison to all other local educational agencies in the state; or
- Have the highest, or second highest, school-age child poverty rate in comparison to all other local educational agencies in the state.

Furthermore, participating attendance centers must be on Title I school improvement status, have the highest or second highest number of poor children in the LEA, or have the highest or second highest percentage of poor children in the LEA.

In addition, the attendance centers within the 82 eligible school districts, as indicated on the eligibility list, all include elementary grade levels (see Appendix 4). Attendance centers that serve only middle or high school students were eliminated from the eligibility list.

Competitive Priority: Licensure Redesign and the Teaching of Reading

Like most states, Kansas continues to move public education into the arena of increased public accountability. Kansas has been committed to comprehensive education reform since 1987, first through Quality Performance Accreditation (QPA) at the pre-K through 12th grade levels, and subsequently through proposed licensure design at the post-secondary level. The QPA standards and assessments that have been developed to impact student achievement find a direct parallel in the standards and assessments that licensure redesign will require of teachers and administrators.

Licensure redesign is a statewide response of the Kansas education community to the charge of the Kansas State Board of Education to revamp the preparation and licensure of educators in Kansas for the 21st century (KSBE, 1997), in alignment with the vision of INTASC (1982 AND 1995) and the recommendations of NCTAF (1996). Existing licensure regulations, which took effect in January 1982, involve competency-based standards. Redesign of licensure regulations proposes a shift to performance-based standards.

An extensive bibliography provided the research background required for redesign of licensure. The model *Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue* (1982) developed by the Interstate New Teacher Assessment and Support Consortium (INTASC), a program of the Council of Chief State School Officers, provided a sound beginning for content as well as format. In 1996, the Interstate School Leaders Licensure

Consortium (ISLLC), another program of the Council of Chief State School Officers, published a companion *Standards for School Leaders* with guidelines on six standards for educational leaders. INTASC's *Moving Toward Performance-Based Licensing in Teaching: Next Steps* (1995) presented an expanded "vision for rethinking the design of teacher preparation programs and for restructuring the systems by which universities, states, and districts prepare licenses and support teachers." This document offered principles for teacher standards and guidance on components of and policies for performance-based licensing. The National Board for Professional Teaching Standards (NBPTS, 1999) also supplied elements of the model with its classifications of certificates by student developmental stages and subject area rather than by grade level.

The Teaching and School Administration Professional Standards Board (the Standards Board) to the Kansas State Board of Education presented the first draft of the redesign framework in January 1994. That same year 28 subcommittees, guided by the Regulations Committee, a committee of the Standards Board, began to define standards: what beginning educators should know (Knowledges), should be predisposed to act on (Dispositions), and should be able to do (Performances). In 1995 the outcomes were aligned to follow the format developed by the Interstate New Teacher Assessment and Support Consortium (INTASC).

Based on the NCATE (1995), ISLLC, INTASC and NBPTS (1999) models, the Regulation Committee of the Standards Board developed a Continuum of preparation and professional experiences (see Appendix 8 for a figure of the Continuum). This expansion of models built the framework from which to accomplish licensure redesign in Kansas (KSBE, 1997). The Continuum includes plans for strengthened preservice preparation of teachers, expanded field-based preparation, and continuing professional development for teachers in the field.

Licensure redesign proposes to strengthen preservice curriculum and developmental assessments and to extend clinical and field-based experiences for prospective and new teachers. It also proposes technical assistance and support for teachers to achieve national (NBPTS) certification. As curricula and developmental assessments are revised for prospective teachers, increased training in methods of teaching reading that are based on scientifically based reading research could be designed into courses.

Another specific way in which proposed licensure redesign will impact teachers of reading directly is in standards for the Language Arts Concentration. **Corresponding Language Arts Concentration standards for teachers at Early Childhood levels have not been written yet but will be aligned with Reading Excellence training requirements.**

Kansas State Department of Education leadership anticipates preliminary approval of licensure regulations in May 1999, with final approval likely following by late fall 1999. Revisions and additions to standards for teachers are expected to be complete by December 2000. KSDE has submitted a proposal to the U.S. Department of Education through its Improving Teacher Quality state grants program. If awarded in July 1999, KSDE leadership proposes to complete revisions and additions to standards by June 2000.

Proposed requirements for the Language Arts Concentration at the Late Childhood through Early Adolescent license level include three outcomes, or standards, which educators would need to meet for licensure (KSBE, 1997):

Outcome #1 The teacher of language arts models the application of knowledge of current methods for teaching the processes of reading, writing, speaking, listening, viewing and their interrelationships.

Knowledge

1. The teacher understands language arts acquisition and development.

2. The teacher knows a variety of resources for current information for teaching the language arts.
3. The teacher knows how to work with other professionals to facilitate further learning in the area of language arts.
4. The teacher knows how to evaluate student progress in language arts and can coach others in developing/improving methods.

Disposition

1. The teacher recognizes the wide scope of English language arts, including the interdisciplinary connections.
2. The teacher is committed to continued professional growth in the teaching of English language arts.

Performance

1. The teacher synthesizes information and research about the language arts in a useable format for others.
2. The teacher models a variety of effective instructional strategies that aid students in developing their reading, writing, speaking, listening, and viewing abilities and that help students make cross-curricular connections.
3. The teacher designs instruction that addresses the influences of prior knowledge, metacognition, and motivation on the reading, writing, listening, and viewing processes.

Outcome # 2 The teacher of language arts demonstrates knowledge of a variety of literature and of how readers create and discover meaning in a text.

Knowledge

1. The teacher is aware of a variety of children's literature and knows how to integrate it into the curriculum.
2. The teacher knows the elements that determine the quality of children's literature.
3. The teacher knows specific literary works written for young adults that offer clear opportunities to represent diversity of color, culture, and ethnicity.

Disposition

1. The teacher values the importance of literature as a source for exploring and interpreting human experience, including interdisciplinary connections.
2. The teacher models the use of literature to affirm cultural similarities and differences and document how different people at different times have perceived and approached a variety of human problems and aspirations.

Performance

1. The teacher provides direct instruction and modeling of language arts' strategies, using a variety of resources.
2. The teacher provides and models instructional strategies that motivate student responses to the various language arts.

Outcome #3 The teacher of language arts implements literacy assessment programs.

Knowledge

1. The teacher understands individual and group literacy assessment programs.
2. The teacher understands the process of benchmarking and appropriate applications in the various language arts to measure achievement gains.

Disposition

1. The teacher is committed to assessments to fit diverse learner strengths and needs.

2. The teacher is willing to enhance literacy programs.

Performance

1. The teacher recommends and utilized a variety of diagnostic assessments and serves as a resource for other staff members.
2. The teacher analyzes the results of assessments and applies those evaluations to impact instruction.
3. The teacher synthesizes information and research about the language arts in a useable format for others.
4. The teacher provides input, participates in, and assists in evaluating staff development programs involving literacy.

Appendix 1
Governor's Council

List of Members of Governor's Council

Category of Representation	Name of Representative	Representative's Organization	City	Region of Kansas
Governor	Governor Bill Graves	Office of the Governor	Topeka	State of Kansas
Commissioner of Education	Commissioner Andy Tompkins	Kansas State Department of Education	Topeka	State of Kansas
House Education Chair	Representative Ralph Tanner	Kansas State Legislature	Baldwin	Southeast
Senate Education Chair	Senator Barbara Lawrence	Kansas State Legislature	Wichita	Central
House Education Ranking Member	Representative Henry Helgerson	Kansas State Legislature	Wichita	Central
Senate Education Ranking Member	Senator Christine Downey	Kansas State Legislature	Inman	Central
Local Educational Agency Eligible Under Section 2255	Superintendent Ray Daniels	Kansas City, Kansas Public Schools	Kansas City	Northeast
Community-Based Organization	Monica Murnan, Director	The Family Resource Center	Pittsburg	Southeast
State Director	Steve Adams, Team Leader	Kansas State Department of Education School Improvement and Accreditation	Topeka	State of Kansas
Parent	Laura Robson, President	Kansas Congress of Parents and Teachers	Coffeyville	Southeast
Teacher of Reading and Instructional Staff Member	Kathy Frederking, President	Kansas Reading Association	Dodge City	Southwest
Family Literacy Service Provider	Linda Crowl	Let's Help	Topeka	Northeast
Institution of Higher Education	Tes Mehring, Dean	Emporia State University, School of Education	Emporia	Central
Local Education Agency	Lisa Kelly, President	Kansas Association of Elementary School Principals	Sabetha	North
Adult Education Provider	Susan McCabe	Johnson County Community College, Project Finish	Olathe	Central
Volunteer Organization	Carolyn Benefiel, Coordinator	Grace Presbyterian Church Tutoring Program	Wichita	Central
School or Public Library	Cheryl Sweley	Garden City Adult Learning Center Open Door Program	Garden City	Southwest

School Readiness

ALL CHILDREN in America will start school ready to learn.

Schools will create a learning community that demonstrates a commitment to school readiness and integration of social and school services. (Process Outcome II)

School Completion

THE HIGH SCHOOL graduation rate will increase to at least 90 percent.

Schools will increase or maintain high graduation rates, decrease or maintain low dropout rates, and increase or maintain high attendance rates. (Process Outcome I)

Student Achievement

ALL STUDENTS will leave grades 4, 8 and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history and geography and every school in America will ensure that all students learn to use their minds well, as they may be prepared for responsible citizenship, further learning and productive employment in our Nation's modern economy.

All students will demonstrate mastery of essential skills: reading, writing, speaking, math and ability to access and use information. (Student Outcome I)

All students will demonstrate communication, complex thinking and effective work skills through state assessments at three grade levels in reading, writing, math, science and social studies; and through additional assessments chosen by the local school and school district. (Student Outcomes II, III, IV)

UNITED STATES students will be first in the world in math and science achievement.

All students will demonstrate health and emotional well-being through local assessments of local health curriculum. (Student Outcome V)

EVERY ADULT American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

School Safety and Discipline

EVERY SCHOOL in the United States will be free of drugs, violence and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

Schools will decrease or maintain low numbers of discipline referrals, suspensions and expulsions, and of criminal and violent acts against students and teachers. (Process Outcome I)

Staff Development

THE NATION'S teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to instruct and prepare all American students for the next century.

Schools will demonstrate effective staff development through teaching strategies leading to student success. (Process Outcome III)

Parent and Community Involvement

EVERY SCHOOL will promote partnerships that will increase parental involvement and participation in promoting the social, emotional and academic growth of children.

Each school must have a broad-based site council composed of parents, business and community representatives and school staff. (Process Outcome I)

Appendix 3
Reading Standards, Benchmarks, and Indicators

By the end of **Second Grade**

Standard 1: Learners demonstrate skill in reading a variety of materials for a variety of purposes*.

Benchmark 1: The proficient ▫ reader comprehends whole pieces of narration ▫, exposition ▫, persuasion ▫, and technical writing ▫.

Indicators:

The students:

- ‡ 1. understand basic message of text.
- ‡ 2. retell reading material with accurate sequence.

Benchmark 2: The proficient ▫ reader decodes accurately and understands new words in reading materials.

Indicators:

The students:

- ‡ 1. relate sounds to symbols.
- ‡ 2. use phonetic including rimes ▫ (phonograms ▫) and structural analysis to help determine unfamiliar words.
- ‡ 3. use context clues ▫ to help determine unfamiliar words.
- ‡ 4. recognize frequently used (sight or common) words.
- ‡ 5. use self-correction strategies.

Benchmark 3: The proficient ▫ reader reads fluently** ▫.

Indicators:

The students:

- ‡ 1. demonstrate fluency*** ▫ in oral reading.
- 2. demonstrate fluency*** ▫ in silent reading to focus on the meaning of the text.
- 3. understand how print is organized and read such as front to back, left to right.
- 4. recognize the title page.
- 5. understand that print conveys meaning.

‡ recommendation for 2nd grade individual diagnostic test

• recommendation for local assessment

▫ See glossary for definition

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 4: The proficient reader uses what he/she already knows about the topic and the type of text to understand what is read.

Indicators:

The students:

- ‡ 1. relate past experiences that connect to the text. (What do I know? What do I want to learn? What have I learned?)
- 2. apply predictable patterns to understand text. (Examples of predictable patterns are rhyme, problem and solution, sequence of events, beginning, middle, and end of story, topic and details.)

Benchmark 5: The proficient reader draws conclusions supported by the text.

Indicators:

The students:

- 1. retell the basic plot.

* purpose for reading 1. the reason a person reads. 2. the goal(s) that a reader seeks to attain in each reading experience. 3. the goal(s) set by the teacher or text for a reading task or experience. Note: Purpose for reading is a major determinant of comprehension strategies employed, study modes and materials used, and speed of reading.

Reading researchers make a clear distinction between “fluently” and “fluency”. The writers of this document offer the definitions below:

** Fluently or Fluent Reader: 1. a reader whose performance exceeds normal expectation with respect to age and ability; independent reader. 2. any person who reads smoothly, without hesitation and with comprehension.

*** Fluency: 1. the clear, easy, written or spoken expression of ideas. 2. freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading; automatic-ity. 3. the ability to produce words or larger language units in a limited time interval. Note: This type of fluency is often tested in a comprehensive reading diagnosis. 4. the ability to execute motor movements smoothly, easily, and readily.

Definitions from *The Literacy Dictionary: The Vocabulary of Reading and Writing*, Theodore L. Harris, Richard E. Hodges, editors; International Reading Association, 1995.

‡ recommendation for 2nd grade individual diagnostic test

• recommendation for local assessment

▫ See glossary for definition

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Standard 3: Learners demonstrate knowledge of literature from a variety of cultures, genres [⌘], and time periods.

Benchmark 1: The proficient [⌘]reader demonstrates knowledge of the effects of cultures on literature.

Indicators:

The students:

- 1. recognize customs as expressed in literature from a variety of cultures.
- 2. relate literature from a variety of cultures to personal experiences.

Benchmark 2: The proficient [⌘]reader identifies characteristics of a wide variety of literary genres [⌘]in various formats.

Indicators:

The students:

- 1. identify fiction and nonfiction and a variety of genres [⌘], such as folklore (fairy tale, folk tale, and tall tale), poetry, animal fantasy, and informational [⌘]text.

Benchmark 3: The proficient [⌘]reader demonstrates knowledge of the effects of time periods on literature.

Indicators:

The students:

- 1. distinguish between past and present settings.

• recommendation for local assessment

[⌘]See glossary for definition

Indicators are not listed in priority order nor are they to be considered as all inclusive.

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Standard 4 - Literature Response

By the end of **Third Grade**

Standard 4: Learners demonstrate skills needed to read and respond to literature.

Benchmark 1: The proficient reader uses literary concepts to interpret literature.

Indicators:

The students:

- 1. identify and describe the main characters in narrative literature.
- 2. restate the main idea in narrative literature.
- 3. describe the setting in narrative literature.
- 4. identify the problem and solution in narrative literature.
- 5. identify the concept and supporting details in expository literature.

Benchmark 2: The proficient reader evaluates literature with criteria based on purposes for reading and derived from time periods and cultures.

Indicators:

The students:

- 1. recognize connections between characters and events and people and events in their lives.
- 2. share responses with peers.
- 3. select literature based on purposes for reading.

△ recommendation for state assessment See glossary for definition

• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

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GLOSSARY

Definitions of terms contained in the glossary vary from expert to expert. For the purposes of this document, the committee has agreed to the following definitions.
analyze: identifying the parts of a whole and their relationships to one another.

anticipation guide: a study guide or pre-assessment given to students to set the tone before a topic, concept, or lesson is taught.

APA ∓: American Psychological Association

archetypal criticism ∓: the study of apparently perennial images, themes, symbols, stories, and myths in literature, including narratives that unite the seasons with literary genres. √

audience ∓: the intended target group of a message. √

authentic ∓: representative of the real world. √

author intent ∓: the motive or reason for which an author writes, as to entertain, inform, or persuade. √

cadence ∓: rhythmic sequence or flow of sounds in language.

causal chain: the premise that the structure of knowledge, as in a narrative, may be revealed by an analysis for the organization of the chain of events or states. See also mapping, causal chain.

√

cause and effect ∓: a stated or implied association between an outcome and the conditions which brought it about, often an organizing principle in narrative and expository text, as *TV violence causes crime*. √

character mapping: See mapping, character.

classic: a literary work regarded by successive generations as part of the core experience of a culture, a society, or a particular time period; a work that is read by successive generations of readers.

classical literature: literary works which successive generations of readers have regarded as essential for a particular culture's understanding of its tradition; literary works which have become standard reading for a particular group of people or period of time.

√ Definitions from

The Literacy Dictionary: The Vocabulary of Reading and Writing, Theodore L. Harris, Richard E. Hodges, editors; International Reading Association, 1995.

∓ Words used in the body of the document

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classification: to place an idea into a general category.

cluster maps: See mapping, cluster.

compare and contrast ∓: a literary technique of placing together like characters, situations, concepts, or ideas to show common or contrasting features. √

comprehension strategies: instructional activities which assist the reader in the comprehension process of making meaning within text.

comprehension ∓: process in which the reader constructs meaning interacting with text through a combination of prior knowledge, information available in text, the stance taken in relationship to the text, and social interactions and communications. √

concept mapping ∓: See mapping, concept.

context(s) √: the sounds, words or phrases adjacent to a spoken or written language unit; the social or cultural situation in which a spoken or written message occurs. √

contextual clues √: information from the immediate context that helps identify a word or groups of words by words, phrases, sentences, illustrations, syntax, typography, etc.. √

conventions √: an accepted practice in a spoken or written language. Conventions include punctuation, grammar, and spelling. √

criteria for evaluating literature √: a standard of judgment used in such cognitive tasks as literary criticism and logical proof. √

definition √: the process of assigning an idea to a general category and distinguishing that idea from other similar ideas in that category.

description √: a type of writing which gives a verbal picture of character and event, including the setting in which they occur. √

descriptive √: See description.

dialect: a social or regional variety of a particular language with phonological, grammatical, and lexical patterns that distinguish it from other varieties. √

effective writing √: satisfies author's purpose and the needs of the audience.

√ Definitions from

The Literacy Dictionary: The Vocabulary of Reading and Writing, Theodore L. Harris, Richard E. Hodges, editors; International Reading Association, 1995.

∗ Words used in the body of the document

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elements of structure: those conventions which authors and audiences in specific literary traditions or time periods expect in the organization of particular literary genre (such as poetry, short story, novel, drama) or text types.

expository √: See narrative and expository writing and reading.

exposition √: See narrative and expository writing and reading.

external sources: a strategy which includes using sources outside the passage where the word is found such as or including dictionary, glossary, peers, and/or teacher.

fact and opinion √: (facts) statements of information that can be verified as true as opposed to (opinions), statements of belief, judgments, or points of view that are based on personal preferences or biases.

fluency √: 1. the clear, easy, written or spoken expression of ideas. 2. freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading; automaticity. 3. the ability to produce words or larger language units in a

limited time interval. Note: This type of fluency is often tested in a comprehensive reading diagnosis. 4. the ability to execute motor movements smoothly, easily, and readily. ✓

fluent reader ✎: 1. a reader whose performance exceeds normal expectation with respect to age and ability; independent reader. 2. any person who reads smoothly, without hesitation and with comprehension. ✓

fluent writer: a writer skilled in language and expert in topic.

focused ✎: writing which is unified around one central idea.

formalism: the study of the inner shape and nature of a work of art without regard to outer meaning. ✓

genre ✎: a category used to classify literary works, usually by form, technique, or content. ✓

graphic features ✎: text features or designs to assist the reader's understanding of the text. Examples of features include maps, charts, graphs, subheadings, and text font.

graphic organizers ✎: a visual arrangement of information such as Venn diagrams, causal chain maps, herringbone maps, concept maps, and webbing.

high frequency words: words that appear many more times than most other words in spoken or written language.

✓ Definitions from

The Literacy Dictionary: The Vocabulary of Reading and Writing, Theodore L. Harris, Richard E. Hodges, editors; International Reading Association, 1995.

✎ **Words used in the body of the document**

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homophone ✎: a word with different origin and meaning but the same pronunciation as another word, whether or not spelled alike, such as hare and hair; two or more graphemes that represent the same sound as /k/ spelled c in candy. ✓

informational ✎: a nonfiction of facts and concepts about a subject or subjects. ✓

insightful writing: writing which reflects originality, perceptive, or innovative thinking.

KWL: a reading comprehension strategy which prompts readers to identify what they know and what they want to know before they read a selected text, and what they have learned after they have read that text.

literary concepts ✎: conventions used by authors to construct works of literature; include plot, theme, character types, setting, and stylistic devices.

literary criticism: The analysis and judgment of works of literature; the body of principles by which the work of writers is judged; may involve specific consideration of moral values, historical accuracy, literary form, and type.

main idea ✎/**concept** ✎: 1. the gist of a passage; central thought. 2. the chief topic of a passage expressed or implied in a word or phrase. 3. the topic sentence of a paragraph. ✓

mapping: 1. instructional activities, particularly graphic ones, that are designed to show the relationships among ideas or topics in text or to plan for writing. ✓

mapping, causal chain: The components of a causal chain organizer include characters, initiating events, character goals, attempts made by characters, the outcomes of the attempts, and the resolution of the story.

mapping, character: a graphic display of character traits, may include comparison to similar characters within the same text or similar texts.

mapping, cluster: concept cluster; a group of terms organized to show their relationship graphically to a key concept, as in a semantic web. ✓

mapping, concept ✎: instructional activities, particularly graphic ones, that are designed to show the relationships among ideas or topics in text.

mapping, goal structure: a graphic display of characters with action in the story, the character's goal, attempts, and outcomes in sequential order of the story.

mapping, semantic: a graphic display of a cluster of words that are meaningful related. ✓

✓ Definitions from
The Literacy Dictionary: The Vocabulary
of Reading and Writing, Theodore L. Harris,
Richard E. Hodges, editors; International
Reading Association, 1995.

✎ **Words used in the body of the document**

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mapping, story: a time line showing the ordered sequence of events in a text; includes components such as characters, setting, plot, and resolution. ✓

MLA ✎: The Modern Language Association

modes of writing ✎: types of writing to include narrative, expository, persuasive, descriptive.

mood ✎: the emotional state of mind expressed by an author or artist in his or her work. See also tone.

morphemic analysis: a vocabulary strategy which directs the reader's attention to the smallest meaning structures within a word; includes prefixes, suffixes, and root words.

narrative ✎: See narrative and expository writing and reading.

narrative and expository reading and writing: Narrative reading and writing may be fiction or nonfiction and may seek to entertain or do more. The key is that they are both story with the usual ingredients of a story such as character or characters and a setting. Short stories or novels are the most common fictional narratives. Examples of a nonfictional narrative are biographies, personal narratives, and memoirs. For the purpose of the Kansas Reading Assessment, narratives will be selected from short pieces of fiction with familiar topics such as family, friends, relationships, and conflicts. Exposition for our purposes seeks to explain or inform and may do so through describing, comparing, contrasting, showing causes and effects, and presenting problems and solutions. To complicate matters, the writer may use a narrative format while presenting information and may intend to persuade or to discover as well as to explain and inform. Much of what we write and read is not clearly narrative or expository, but is a

combination of structures and purposes. For example, we write the cautionary tale to persuade and to explain. We also seek to explain and persuade by use of an anecdote. Definitions can be useful to us as we think of what we want students to know and be able to do. Attempting to define too closely can cause unnecessary confusion.

outlining ∞: a simplified, abbreviated expression of the main ideas and supporting ideas of a text, arranged in a graphic format which gives precedence to the most important ideas.

past experience ∞: memories of interactions with particular times, places, activities, or people; these memories provide a personal reference point and a concrete image readers associate with their reading.

personal expression ∞: writing from the heart; writing which reflects the care the author has about the subject.

√ Definitions from

The Literacy Dictionary: The Vocabulary of Reading and Writing, Theodore L. Harris, Richard E. Hodges, editors; International Reading Association, 1995.

∞ **Words used in the body of the document**

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persuasion ∞: a type of writing intended to convince the reader to adopt a particular opinion or to perform a certain action. Effective persuasion appeals to both the intellect and the emotions. (McDougal Littell, *Literature & Language* 12, p. 949.)

persuasive ∞: See persuasion.

phonogram ∞: in word recognition, a graphic sequence comprised of a vowel grapheme and an ending consonant grapheme, as *-ed* in *red, fed*, or *-ake* in *bake, cake, lake*. √

power: writing which reflects the strength of the author's knowledge or experience of the subject; the author's ability to establish the credibility of the text in the reader's eyes; conviction.

prior knowledge ∞: a reader's knowledge of text type format as well as knowledge of the topic of a particular reading selection.

problem and solution ∞: a text structure or particular method of developing an idea in which the author expresses a difficulty or challenge, then offers a resolution to that difficulty or challenge.

proficiency: the effectiveness and efficiency with which a reader applies appropriate strategies to construct the meaning of a text.

proficient ∞: accomplished; effective application of reading or writing strategies to the creation or construction of a text.

QAR: Question Answer Relationship. A questioning strategy, which assists the reader's comprehension skills by focusing on four types of questions. The four types are: Right There, Think and Search, Author and You, and On Your Own. (Taffy Raphael, 1982)

reader response: a theory of reading which maintains that reader and text must interact (Rosenblatt, 1938).

retelling: a method for assessing comprehension of a reader. A reader will recall any facts, main ideas, details, or information from the selection. The reader may complete the retelling orally or in writing. ✓

rimes ⌘: a vowel and any following consonants of a syllable, as /ook/ in *book* or *brook*, /ik/ in *strike*, and /a/ in *play*. ✓

scanning ⌘: glancing through reading material to locate a particular piece of information. (*How to Improve Your Study Skills*, Coman and Heavers, p. 94.)

sentence fluency: sentences that fit well with the other sentences in the text so that the sound is smooth. One often hears references to sentences that “flow”.

✓ Definitions from

The Literacy Dictionary: The Vocabulary of Reading and Writing, Theodore L. Harris, Richard E. Hodges, editors; International Reading Association, 1995.

⌘ **Words used in the body of the document**

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six-trait analytic model: a rubric tool for assessing writing by selecting the descriptors which most accurately describe the writing in each of six traits: ideas/content, organization, voice, word choice, sentence fluency, and conventions.

skilled : accomplished; effective application of reading or writing strategies to the creation or construction of a text.

skimming ⌘: forming an overview of a text by reading the first few paragraphs and noting chapter headings, words in bold type, or graphics and pictures. (*How to Improve Your Study Skills*, Coman and Heavers, p. 94.)

SQ3R: a series of steps to be used in reading a textbook for study purposes. Note: The term derives from survey the assignment to note the points emphasized; pose a question initially on the first section (and later on successive sections); read to answer the question; recite the answer to the question; and, after several questions and answers, review the material read. This study method was first introduced by Robinson in *Effective Study* (1946), but it has since been adapted by many other writers and programs. ✓

story mapping ⌘: See mapping, story.

technical reading: reading text in order to complete a specific technical task. e.g. reading an auto mechanic manual or reading a map of the United States.

technical writing ⌘: communication written for and about business and industry, focusing on products and services—how to manufacture them, market them, manage them, deliver them, and use them. (*Writing That Works*, German, p. 1.)

text structure ⌘: the various patterns of ideas that are embedded in the organization of text. Note: Common patterns of text structure are cause-effect, comparison-contrast, problem-solution, description, and sequence.

timelines: a linear, usually graphic organization in which events are presented in the temporal order of their occurrence.

tone \approx : 1) a particular style in writing or speaking. Note: In literary analysis, there is a difference of opinion about the distinction between tone and mood. The terms are sometimes used synonymously, but certain authorities use tone to apply to the author's attitude reflected in the style of the written word, reserving mood to refer to the effect created by the author's use of various literary devices. 2) the writer's attitude (humorous, admiring, sad, angry, bitter) toward the subject, inferred by the reader from the author's word choice. (McDougal Littell *Literature and Language* 12, p. 952.) See also mood.

Venn diagrams: a graphic organizer displayed as two overlapping circles that show those features either unique or common to two or more concepts. \surd

vocabulary strategies: various techniques to study the structure of words and their use in context; includes a study of roots, prefixes and suffixes, use of context clues, semantic mapping, denotation, connotation, and semantic feature analysis.

voice \approx : similar to "tone" in literature. Commonly, writers think of this as both the sound and the stance the writer assumes.

webbing \approx : in planning writing, the use of diagrams or maps to show the relationships among the ideas to be included. See also mapping. \surd

\surd Definitions from

The Literacy Dictionary: The Vocabulary of Reading and Writing, Theodore L. Harris, Richard E. Hodges, editors; International Reading Association, 1995.

\approx **Words used in the body of the document**

Appendix 4 : Attendance Centers Eligible For Reading Excellence Subgrants by District

District Number	District School Name	School Building	Grades in Building	Number Enrolled	Total Number in Poverty	Percent in Poverty	Name of School	School Improvement	Rank By No. in Poverty	Rank By % in Poverty
101	Erie-St. Paul	0102	K-8,S3,NG	371	178	47.98	Erie Elem	X	4	4
		0108	K-8,S3,NG	120	49	40.83	Galesburg Elem	X	1	1
		0116	K-5,S3,NG	194	89	45.88	St Paul Elem	X	3	2
		0120	K-6,NG,P	167	72	43.11	Thayer Elem	X	2	3
207	Ft. Leavenworth	0286	K-6	505	9	1.78	Bradley Elem		2	2
		0288	K-6,S3,NG	453	26	5.74	Eisenhower Elem	X	1	1
208	WaKeeney	0306	K-8,S3,NE	395	156	39.49	WaKeeney Elem	X	1	1
214	Ulysses	0444	K-5,NG	401	199	49.63	Sullivan Elem		2	2
		0450	K-5,NG	455	200	43.96	Hickok Elem		3	1
		0452	K-5,PK	132	70	53.03	Red Rock Elem	X	1	3
216	Deerfield	0482	K-5,S3,NG	192	142	73.96	Deerfield Elem	X	1	1
221	North Central	576	K-8	66	37	56.06	North Central Elem		1	1
222	Washington	0594	K-7,SE34,NG	216	68	31.48	Washington Elem	X	1	1
224	Clifton-Clyde	0658	K-5	78	36	46.15	Clifton Elem	X	1	2
		0666	K-5	93	37	39.78	Clyde Elem	X	2	1

228	Hanston	0748	K-6,SE,S3	68	18	26.47	Hanston Elem	X	1	1
233	Olathe	0850	K-6,NG	251	102	40.64	Central Elem		1	2
		0852	K-6,S3,NG	327	207	63.30	Fairview Elem		3	3
		0858	K-6,NG	412	160	38.33	Washington Elem	X	2	1
234	Fort Scott	0898	K-5, SE	556	318	57.19	Eugene Ware Elem	X	2	2
		0900	K-5, SE	562	199	35.41	Winfield Scott Elem	X	1	1
237	Smith Center	1010	Pre K-6	304	110	36.18	Smith Center Elem	X	1	1
239	N. Ottawa County	1050	K-8,NG	230	91	39.57	Delphos Attendance Center	X	1	1
		1060	K-6,S3,NG	265	109	41.13	Minneapolis Grade School	X	2	2
247	Cherokee	1220	K-8	231	120	51.95	Cherokee Elem		3	1
		1226	K-8	161	121	75.16	McCune Elem		4	3
		1232	K-8	153	90	58.82	Weir Elem	X	2	2
		1234	K-8	60	50	83.33	West Mineral Elem	X	1	4
250	Pittsburg	1304	K-5,NG	648	366	56.48	Lakeside Elem	X	2	1
		1310	K-5,S3,NG	369	254	68.83	Westside Elem		1	2
251	N. Lyon County	1346	K-8	175	74	42.29	Admire Elem	X	2	2
		1350	K-8	250	85	34.00	Americus Elem	X	3	1
		1360	K-8	80	34	42.50	Reading Elem		1	3
253	Emporia	1410	K-4	253	183	72.33	Mary Herbert Elem	X	3	3
		1412	K-4	198	168	84.85	Maynard Elem	X	2	5
		1416	K-4	257	135	52.53	Walnut Elem	X	1	1
		1418	K-4	280	212	75.71	W A White Elem	X	5	4
		1428	K-4	283	188	66.43	Logan Ave Elem	X	4	2

259	Wichita	1653	K-5,S3,NG,	556	522	93.88	Colvin Elem		5	7
		1674	K-5,NG	310	253	81.61	Franklin Elem	X	4	5
		1688	K-5,NG,PK	235	180	76.60	Harry Street Elem	X	1	2
		1692	K-5,NG	870	697	80.11	Ingalls Edison Elem		6	4
		1698	K-5,S3,NG,	285	223	78.25	Jefferson Elem	X	2	3
		1782	K-5,NG,PK	322	245	76.09	Stanley Elem	X	3	1
		1818	3-5	937	859	91.68	Horace Mann Foreign Lang Elem Magnet	X	7	6
260	Derby	1928	K-5,S3,NG,	271	202	74.54	Oaklawn Elem		1	1
		1930	K-5,S3,NG,	320	263	82.19	Paul B Cooper Elem	X	2	2
267	Renwick	2062	K-8	294	69	23.47	Andale Elem-Middle	X	3	2
		2068	K-6	273	44	16.12	Garden Plain Elem		2	1
		2072	1-8	74	23	31.08	St. Joseph Elem		1	3
269	Palco	2114	K-5,NG,PK	70	32	45.71	Palco Elem	X	1	1
272	Waconda	2170	K-3,S3,NG	72	19	26.39	Cawker City Elem		1	3
		2174	K-8,S3,NG	176	43	24.43	Downs Elem	X	4	2
		2178	K-2,6- 8,SE,S3,N	104	25	24.04	Glen Elder Elem	X	3	1
		2186	K-8,S3,NG	81	24	29.63	Tipton Elem	X	2	4
281	Hill City	2412	K-5	140	64	45.71	Hill City Elem	X	1	1
283	Elk Valley	2470	K-6,SE,S3,PK	98	56	57.14	Elk Valley Elem	X	1	1
285	Cedar Vale	2518	K-6	122	66	54.10	Cedar Vale Elem	X	1	1
286	Chataqua County	2544	K-8	369	204	55.28	Sedan Elem	X	1	1

290	Ottawa	2642	K-5,NG	233	105	45.06	Eugene Field Elem			1	2
		2646	K-5,NG	168	114	67.86	Hawthorne Elem	X		2	3
		2648	K-5,NG	317	123	38.80	Lincoln Elem			3	1
292	Wheatland	2688	K-6,S3,NG,	105	38	36.19	Wheatland Elem	X		1	1
303	Ness City	2948	K-8,S3,NG,	217	56	25.81	Ness City Elem	X		1	1
306	Southeast of Saline	3056	K-6,S3	333	69	20.72	Southeast of Saline Elem	X		1	1
308	Hutchinson	3102	K-6,NG	213	160	75.12	Avenue A Elem	X		2	3
		3114	K-6,NG	220	134	60.91	Lincoln Elem	X		1	2
		3116	K-6,NG	532	288	54.14	McCandless Elem	X		3	1
312	Haven	3232	K-6	328	117	35.67	Haven Elem			3	2
		3238	K-8	55	30	54.55	Yoder Elem	X		1	3
		3244	K-8	159	52	32.70	Mt Hope Elem			2	1
313	Buhler	3252	K-6,NG	325	110	33.85	Buhler Elem	X		2	1
		3258	K-6,NG	140	59	42.14	Obee Elem	X		1	2
316	Golden Plains	3318	K-5,NG	89	47	52.81	Golden Plains Elem	X		1	1
320	Wamego	3396	K-2,S3,NG	314	44	14.01	Central Elem	X		1	1
		3399	3-5	340	60	17.65	West Elem	X		2	2
321	Kaw Valley	3416	K-8,S3,NG,	66	30	45.45	Delia Elem	X		1	4
		3420	K-8,S3,NG,	76	30	39.47	Emmett Elem	X		1	3
		3426	K-8,NG	302	64	21.19	Rossville Elem	X		4	1
		3430	K-8,NG	264	73	27.65	St Marys Elem	X		3	2

324	Eastern Heights	3504	K-6,S3,NG	114	74	69.91	Eastern Heights Elem	X	1	1
325	Phillipsburg	3538	K-4,S3,NG	282	89	31.56	Phillipsburg Elem	X	1	1
345	Seaman	4056	K-6,S3,NG,	212	116	54.72	East Indianola Elem	X	2	2
		4064	K-6,NG,PK	170	62	36.47	Lyman Elem	X	1	1
346	Jayhawk	4088	K-6,NG	46	26	56.52	Blue Mound Elem		1	2
		4092	K-6,NG	208	75	36.06	Mound City Elem		3	1
		4096	K-6,S3,NG	61	35	57.38	Prescott Elem	X	2	3
348	Baldwin	4140	Pre-5	409	89	21.76	Baldwin Elem	X	3	3
		4144	K-5	71	10	14.08	Marion Springs	X	1	1
		4146	K-5	117	18	15.38	Vinland Elem	X	2	2
350	St. John Hudson	4180	K-4,PK	163	70	42.94	St John Elem	X	1	1
361	Anthony Harper	4438	K-8,S3,NG,	397	214	53.90	Anthony Harper Elem	X	2	2
		4458	K-8,S3,NG,	363	151	41.60			1	1
367	Osawatomie	4662	1-5	301	154	51.16	Trojan Elem	X	1	1
372	Silver Lake	4776	K-6	345	31	8.99	Silver Lake Elem	X	1	1
374	Sublette	4838	K-6,S3,NG	244	125	51.23	Sublette Elem	X	1	1
376	Sterling	4864	K-6	315	160	50.79	Sterling Elem	X	1	1
380	Vermillion	5032	K-6,S3,NG	155	56	36.13	Centralia Elem	X	2	2
		5036	K-6,S3,NG	179	50	27.93	Frankfort Elem	X	1	1

387	Altoona Midway	5214	K-5	53	29	54.72	Altoona Elem	X	1	2
		5220	K-5	77	37	48.05	Midway Elem	X	2	1
395	LaCrosse	5389	K-5	148	58	39.19	LaCrosse Elem	X	1	1
397	Centre	5434	K-4, NG	118	59	50.00	Centre Elem	X	1	1
400	Smoky Valley	5504	K-4	250	53	21.20	Lindsborg Elem		2	1
		5508	K-8,NG	139	45	32.37	Marquette Elem	X	1	2
401	Chase- Raymond	5534	K-5,S3,NG	75	36	48.00	Chase Elem	X	1	1
403	Otis-Bison	5584	K-2,NG	46	22	47.83	Otis-Bison Primary		1	1
		5598	3-5	78	40	51.28	Otis-Bison Intermediate	X	2	2
406	Wathena	5674	K-8,S3,NG	429	97	22.61	Wathena Elem	X	1	1
408	Marion	5750	K-6,NG	396	122	30.81	Marion Elem	X	1	1
417	Morris County	5990	P-8	485	186	38.35	Council Grove Elem	X	2	1
		6005	P-6	93	56	60.22	Wilsey Elem	X	1	2
421	Lyndon	6102	K-8,S3,NG	324	64	19.75	Lyndon Elem	X	1	1
430	South Brown	6348	K-4	294	174	59.18	Horton Elem	X	1	1
432	Victoria	6400	K-8	211	52	24.64	Victoria Elem	X	1	1
434	Santa Fe Trail	6440	K-8	473	179	37.84	Carbondale Elem	X	2	1
		6448	K-8	155	77	49.68	Scranton Elem	X	1	2

435	Abilene	6470	2-3	235	92	39.15	McKinley Elem	X	1	1
442	Nemaha Valley	6652	K-8,S3,NG	515	162	31.46	Seneca Elem	X	1	1
445	Coffeyville	6760	K-5,NG	450	247	54.89	Garfield Elem	X	3	1
		6762	K-5,NG	245	160	65.31	Longfellow Elem		1	2
		6766	K-5,NG	221	171	77.38	Whittier Elem		2	3
450	Shawnee Heights	6946	K-6,S3,NG,	402	172	42.79	Tecumseh North Elem	X	1	1
453	Leavenworth	7002	K-5,S3,NG,	277	227	81.95	Anthony Elem	X	1	2
		7010	PK-5,NG	286	231	80.77	North Broadway Elem	X	2	1
454	Burlingame	7057	K-4,S3,NG,	129	66	51.16	Schuyler Elem	X	1	1
460	Hesston	7206	K-4	277	54	19.49	Hesston Elem	X	1	1
470	Arkansas City	7440	K-5,NG	397	214	53.90	Adams Elem	X	3	1
		7442	K-5,S3,NG,	198	131	67.17	Frances Willard Elem		1	3
		7466	K-5,NG	262	154	58.78	I X L Elem		2	2
476	Copeland	7648	K-5	55	28	50.91	Copeland Elem		1	1
482	Dighton	7780	K-3	106	35	33.02	Lincoln Primary		1	1
483	Kismet Plains	7798	K-6,S3,NG	220	120	54.55	Kismet Elem	X	1	2
		7800	K-8,NG	310	137	44.19	Plains Elem	X	2	1
486	Elwood	7874	K-8,S3,NG	200	111	55.50	Elwood Elem	X	1	1

489	Hays	7946	K-5,NG	223	107	47.98	Lincoln Elem	X	2	3
		7948	K-5,NG	146	118	80.82	Washington Elem	X	4	4
		7950	K-5,NG	326	99	30.37	Woodrow Wilson Elem	X	1	2
		7959	K-5,NG	394	114	28.93	Roosevelt Elem	X	3	1
490	El Dorado	7994	K-5,S3,NG	241	116	48.13	Lincoln Elem		2	2
		7998	K-5,NG	236	104	44.07	Washington Elem		1	1
496	Pawnee Heights	8166	K-8	107	29	27.10	Pawnee Heights West	X	1	1
499	Galena	8264	3-8	370	224	60.54	Liberty Elem		1	1
		8268	K-2	193	116	60.10	Spring Grove Primary Center		2	2
500	Kansas City	8279	K-5	477	444	93.08	Banneker Elem	X	13	11
		8282	K-5	212	171	80.66	Silver City Elem	X	2	4
		8284	K-5,NG	190	182	95.79	Chelsea Elem	X	4	13
		8285	K-5,NG	338	300	88.76	Douglass Elem	X	10	7
		8288	K-5,NG	275	261	97.82	Emerson Elem	X	7	15
		8292	K-5,NG	307	286	93.16	Grant Elem	X	8	12
		8293	K-5,NG	493	440	89.25	Hawthorne Elem	X	12	9
		8302	K-5,NG	230	205	89.13	Parker Elem	X	5	8
		8307	K-5,NG	208	165	79.33	Roosevelt Elem	X	1	3
		8309	K-5,NG	339	286	84.37	New Stanley Elem	X	8	6
		8313	K-5,NG	649	630	97.07	Whittier Elem		15	14
		8315	K-5,NG	276	224	81.16	Frances Willard Elem	X	6	5
		8342	K-5,NG	228	172	75.44	Lindbergh Elem	X	3	2
		8352	K-5,NG	593	379	63.91	Welborn Elem	X	11	1
8358	K-3,NG	662	611	92.30	M E Pearson Elem	X	14	10		
502	Lewis	8580	K-6	98	30	30.61	Lewis Elem	X	1	1

503	Parsons	8586	K-5	251	150	59.76	Garfield Elem		3	2
		8587	K-5	199	142	71.36	Guthridge Elem	X	1	4
		8588	K-5	273	152	55.68	Lincoln Elem	X	4	1
		8592	K-5	207	125	60.39	Washington Elem		2	3
509	South Haven	8742	K-8,S3,NG,	136	39	28.68	South Haven Elem	X	1	1
512	Shawnee Mission	8793	K-6,NG	400	163	40.75	Comanche Elem	X	5	4
		8796	K-6,NG	352	108	30.68	Crestview	X	3	1
		8817	K-6,NG	166	56	33.73	Merriam Elem	X	1	3
		8822	K-6	345	169	48.99	Nieman Elem	X	6	6
		8856	K-6,NG	264	120	45.45	South Park	X	4	5
		8838	K-6,NG	332	106	31.93	Roesland Elem	X	2	2
82		171								
Total		Total								

Appendix 5

Kansas Accelerated Literacy Learning (KALL.)

How does the program work?

The KALL program has different models of delivery because it honors the range of “at risk” readers in first grade and the need for both intervention teachers and classroom teachers to be knowledgeable about beginning reading so that all children receive the best possible instruction. KALL pull-out teachers receive training in instructional models 1,2 and 3 (below) and KALL classroom teachers are trained in model 4 below.

1. Emergent Reader Group (pull-out)

This is a pull-out instructional model for students that have the literacy knowledge more common to preschool and kindergarten children. The teachers focus initially on extensive phonemic awareness and letter identification instruction and then move the children into one-to-one or small group reading lessons. Some of these children are reading at an average first grade level at the end of grade one, others need additional support in grade 2.

2 & 3. One-to-One and Small Group (pull-out)

These instructional models are for children who are at a stage of phonemic awareness and letter knowledge that will allow them to begin to learn to read, but without intervention such children would not be reading on grade level at the end of grade one. They need the very focused Guided Reading instruction provided by the trained intervention teacher. The Small Group model (2-3 children per group) is suggested for the children at the upper end of the “at-risk” continuum and the One-to-One model for those students whose knowledge of letters and phonemic awareness is a bit more limited but not as limited at the “Emergent Reader”. The One-to-One model is also recommended for those children who do not make progress in a group.

4. Classroom teacher model

Because the success of the “at risk” reader depends not only on the skill of the intervention teacher, but also on the instruction and support provided by the classroom teacher, this model was developed. In this model, classroom teachers are trained to provide Guided Reading instruction to small groups (3-5 students). The students in these groups are not as “at risk” as the children that qualify for KALL pull-out (models 1, 2, and 3), and historically they make some progress in the classroom. However, with a trained classroom teacher they are making far more progress than similar students in past years. Two full days of instruction (“Team Building”) is provided for all first grade teachers in KALL buildings on ways to support KALL students, but teachers trained in this “Classroom Teacher Model” get extensive training and supervision.

What are the components of the program?

KALL has four components: Teacher Training (intervention and classroom teachers), Student Assessment, Instruction, and Parent Communication

1. Teacher Training

In their first year all KALL teachers meet for approximately 80 hours of instruction, primarily in 2-3 hour sessions after school each week. In this first year KALL pull-out teachers learn the Emergent Reader, One-to-One, and Small Group Models. Their teaching is also observed and critiqued on-site several times throughout the first year. To support the classroom teachers in KALL buildings, all grade 1 teachers meet for two-three full days of “Team Building” in year one to learn ways to support KALL students in the classroom as well as the basics of good beginning reading instruction for all their students. These “Team Building” sessions and the success of the KALL children generated a request from many classroom teachers to get the extensive training given to the KALL teachers. As a result, the Classroom Teacher Small Group model was developed. The training of KALL classroom teachers is also quite extensive and is done through a combination of summer school, during school, and after school meetings. Classroom teachers are also observed and given feedback on-site. KALL teachers are required to attend at least one KALL Network meeting with KALL teachers from other districts. These KALL Network meetings provide the KALL Director, Dr. Diane Nielsen, and Trainers an opportunity to intensely focus on a particular topic such as teaching the most “at risk” children (Emergent Readers), involving parents, etc. These all day sessions also provide a forum for KALL teachers to share ideas and learn from teachers not in their district. In addition to attending the KALL Network meetings, all veteran (successfully completed the year long training) KALL teachers attend periodic after school meetings (at least once, but usually twice per month) and are observed and given written feedback about their teaching several times each year by either Dr. Nielsen or one of the Trainers.

2. Student Assessment

Teachers are trained to assess students in the following areas: Phonemic awareness (Taylor, 1989); ability to read words in isolation (Slosson & Nicholson, 1994); letter identification, concepts about print, ability to write words dictated to them, and the ability to read sentences (Clay, 1993). Children are assessed at the beginning, middle and end of the year. In addition, teachers take running records daily to assess children’s reading of instructional level text and administer a standardized reading test at the end of the year (Gates-McGinitie, 1989).

3. Instruction

Regardless of the model (pull-out Emergent Reader, Small Group, One-to-One; in-class small group) the children are instructed in daily 30 minute lessons

4. Parent Communication

KALL teachers are required to do at least one formal parent meeting per year. Each day the children take home a book to read aloud and word activities. This provides the parents with opportunities to work with their children using materials that are at the child’s instructional level. Many teachers

provide several parent informational sessions per year on topics such as ways to interact with your child when s/he is stuck on a word, word games, vocabulary games, etc.

What is the structure of the lessons?

1. Emergent Reader Group

Since the Emergent Reader is a child with limited literacy knowledge for a first grader, the KALL teacher focuses instruction on the two areas that are most essential to success as a beginning reader: phonemic awareness and letter identification. While the KALL teachers use a variety of activities to teach phonemic awareness and letter identification, Dr. Nielsen strongly encourages districts to adopt and use the Animated Literacy (Stone, 1996) phonemic awareness, letter identification, and language development program in kindergarten and grade one. KALL teachers using Animated Literacy with their Emergent Readers are having the most success in preparing these students for success in the One-to-One or Small Group reading lessons.

2. One-to-One and Small Group Models

Whether served in a small group (2-3 children) or alone, the lesson structure is the same:

10 minutes: Rereading familiar (independent level books)

A running record on yesterday's instructional level book

10 minutes: Word work (phonics and word analysis) to include two or more of the following activities (depending on the reading level of the child): writing, working with a cut-up sentence, segmenting and blending sounds using boxes or magnetic letters, word building, working with word chunks (e.g. endings, phonograms such as the "ike" in like, bike, spike)

10 minutes: Introduction to and supported reading of a new instructional level book

Note: The parts of this lesson can be completed in 30 minutes one-to-one or with a pair of children.

Once the group consists of 3 children and the books get longer, completion of the new instructional book may extend over two days.

How are students selected?

Some KALL districts use a prescreening assessment developed by the district and do the KALL testing only on children falling below a certain score on the prescreening instrument. In most KALL districts all first grade children are tested at the beginning of the year on the two assessment measures from Clay's (1993) diagnostic survey that have been the best predictors of end of first grade reading achievement: letter identification and dictation (a test that taps phonemic awareness and ability to connect sounds to letters). Using the scores from these two tests, a composite is calculated for each child. Those children whose composite score is below a certain number qualify for KALL pull-out service and are further assessed with other tasks: concepts about print and written vocabulary (Clay), phonemic awareness (Taylor), word knowledge (Slosson & Nicholson, 1994), reading level using running records (Clay, 1993) on material graduated in difficulty. The composite score along with the additional

testing is used to determine the best instructional placement (Emergent Reader Group, Small Group, One-to-One). If there are classroom teachers trained in the In-Class Model, they serve those children who are at the upper end of the “at risk” continuum and the KALL pull-out teacher would serve the more “at-risk” children. If there are no classroom teachers trained, the KALL pull-out teacher serves as many children as s/he can in small groups or one-to-one. If there are more children to be served than the KALL teacher can teach, other factors are taken into consideration (e.g. attendance) to determine which children get served first.

What are the results of research done on the effectiveness of the KALL program?

Since the children “at risk” of failing to read at the level of average by the end of first grade range from having extremely limited reading related knowledge to having somewhat limited knowledge at the beginning of the year, the data for KALL is examined in bands of beginning-of-year reading related knowledge (i.e. ability). Children that have enough phonemic awareness and letter identification knowledge to benefit from one-to-one or small group lessons are ability groups 3 and 4. Children with no letter knowledge and phonemic awareness to a very limited level are best served initially with the Emergent Reader Model and represent ability levels 1 and 2.

In a recent study of 750 children in ability bands 3 and 4 who qualified for extra help at the beginning of grade one, approximately 60% of the children were taught by KALL trained teachers one-to-one or in small groups. The majority were taught in groups of 2-3 children. Some KALL taught students reached the level of an average first grade reader by mid-year or early spring, others received service all year but will not need additional support in grade two. The average number of 30 minute lessons received by the 428 KALL students in this study was 71. Another 30% of the children in the study were taught for the entire year by non-KALL trained pull-out teachers and the remaining 10% qualified for pull-out instruction but did not receive it, often due to the fact that there was no such help available in the child’s school. At the end of the year, 71% of the KALL taught children reached the level of average or above average first grade reading compared with 27% of the children taught by non-KALL trained pull-out teachers. Only 18% of the children who qualified for help but did not receive it reached a level of average or above average first grade reading at the end of the year. Another 19% of the KALL served children were reading at a level common to the average first grade reader in March. With home and summer school support many of these children will not need additional support in reading in grade 2.

In a study of 161 children with extremely limited reading related knowledge at the beginning of grade one (ability bands 1 and 2), commonly referred to as the “Emergent Readers,” 31% of the KALL served children were reading average or better at the end of grade one compared to 7% of those served in a pull-out setting by non-KALL trained teachers, and 5% of the children who received no additional support in reading. The majority of the non-KALL taught children in these lowest ability bands are either non-readers or barely reading (pre-primer 1 level) at the end of grade one (71% non-KALL pull out, 73% of the children that received no service). Another 21% of the KALL taught children in ability

bands 1 and 2 reached the level common to an average first grade reader in March. These KALL served children have made great progress considering many came into grade one with extremely limited reading related knowledge. Many of these “Emergent Readers” get KALL support for a portion of grade two and commonly are reading like their peers by the middle or end of grade two.

Clay, M. M. (1993). *An observation survey of early literacy achievement*. Portsmouth, NH: Heinemann.

Gates, & McGinitie. (1989). *Gates-McGinitie Reading Test, From K*. Riverside Publishing Company.

Slosson, R.L., & Nicholson, C.L. (1994). *Slosson oral reading test: SORT-R*. East Aurora, NY: Slosson Educational Publications.

Stone, J. (1996). *Animated literacy*. LaMesa, CA: J.Stone Creations.

Taylor, B.M. (1989). *Phonemic awareness*. Unpublished paper. Minneapolis, MN: University of Minnesota.

Kansas Accelerated Literacy Learning (KALL)

KALL is an outgrowth of Accelerated Literacy Learning (ALL) initiated in 1990 and active in nine counties (school districts) in Florida. Results were reported most recently in the following refereed journal article: Short, R.A., Frye, B.J., Homan, S. P., & King, J.A. (1997). Results of the Accelerated Literacy Learning program for at-risk first graders. *Journal of Reading Education*, 22 (3), 35-46.

Research on the KALL program has been conducted since its initiation in 1993. It follows the standards of rigorous research for several reasons. Data was collected on all children (5 districts: 2 urban, one rural, two small town/ suburban) at the beginning of the year to determine their level of literacy knowledge as a baseline and end of the year to assess progress on measures of word recognition in and out of context and reading comprehension on a standardized test. Follow-up data in succeeding years was collected on a subset of the first graders. The data on KALL students was compared to two control groups of children within the same baseline: children receiving intervention by certified teachers not trained in KALL and children who qualified for service, but received none due to limited number of teachers to serve them. Whether served one-to-one, in small groups (2-4 students) or in a combination of one-to-one and small groups) KALL students read significantly better than the controls on all measures and the effect size was large. In a recent analysis (Nielsen & Glasnapp, 1999) of 758 students, 73% of the KALL students (average number of lessons: 70) read material common to end of year first grade (level 16 and above according to Peterson's guidelines, or the last basal in a grade 1 series) compared to 27% of the children who received pull-out service by nonKALL trained intervention teachers and 18% of the children who qualified but received no service. Careful records are kept on all children and used in the analyses: beginning and end of year achievement on multiple measures, number of lessons, type of service, group size, and demographics. Teachers also keep daily observational records of children's reading behaviors. The teacher training curriculum, training components (initial one full year 80+ hours of inservice) and continuing teacher education are made explicit. Data on children served by trained classroom teachers is also available (Nielsen, Leiker, & Brickey, 1998).

The following competitively accepted, refereed presentations were made on KALL research. A paper with over 1000 subjects is in progress and will be submitted to the *Reading Research Quarterly* this summer.

Nielsen, D.C. & Glasnapp, D. (April, 1999). Effects of a Small Group Model of Reading Intervention on the Reading Achievement of 'At-Risk' First Grade Students. American Educational Research Association Conference. Montreal, Canada.

Nielsen, D., C., Leiker, L., & Brickey, A. (December, 1998). Transferring the Intervention to the Classroom: The Mentor, the Tutor, and the Team. National Reading Conference. Austin, TX.

Nielsen, D. C. (May, 1998). So Many Children Qualify for Help! A Model for Providing Reading Instruction for Large Numbers of 'At-Risk' First and Second Graders. International Reading Association Conference. Orlando, FL.

Nielsen, D.C. & Glasnapp, D. (December, 1997). How Can We Serve All the Children? An Investigation of Models of Reading Intervention on the Reading Achievement of 'At-Risk' First Grade Students. National Reading Conference. Scottsdale, AZ.

Kansas Accelerated Literacy Learning (KALL.)

The primary purpose of the Kansas Accelerated Literacy Learning Program (KALL.) is to provide intervention for children “at-risk” of failing to learn to read in first grade. Instruction is provided outside of the classroom in a one-to-one or small group setting. In addition, first grade classroom teachers and parents are given information and support to ensure the best possible instruction for all first grade students. In the past year KALL. has extended its scope to include kindergarten and second grade by promoting appropriate literacy instruction through support of the classroom teacher. The KALL. program is based on the research in emergent literacy, beginning reading, and reading intervention.

The Kansas Accelerated Literacy Learning (KALL.) program has its roots in an intervention program entitled Accelerated Literacy Learning which originated at the University of South Florida in 1990. That program currently serves 13 counties and thousands of children. The school districts in Florida are organized by county and are very large. For example, Pinellas County has 89 elementary schools with several sections of first grade in each school. In the 1994-95 school year there were at least two teachers trained in Accelerated Literacy Learning per building in that district. Four university professors at USF are the originators of that program. Two of those four professors were University of Minnesota classmates of the director of the KALL. program, Dr. Diane Corcoran Nielsen. Those two USF professors assisted Dr. Nielsen in bringing the program to Kansas.

The Kansas Accelerated Literacy Learning program was piloted in January, 1993, with four teachers (two teachers from Topeka and two from Lawrence). In August of 1993 the first year-long training group began with four teachers from Lawrence and seven from Topeka (including the original four pilot teachers). All teachers were trained over the course of the 1993-94 school year and taught children in a one-to-one setting. A small group model was piloted during that school year and two Trainers were trained: Karen Davies in Lawrence and Julie Backus in Topeka.

In the 1994-95 school year seven teachers were trained in Olathe by Dr. Nielsen and under the direction of Julie Backus additional teachers were trained in Topeka. All KALL. teachers were instructed in the small group model. During that school year a model for dealing with the most “at risk” readers (the Emergent Reader group) was piloted. In addition, a Professor of Deaf Education from the University of Kansas, Dr. Barbara Luetke-Stahlman, attended Dr. Nielsen’s weekly sessions in Olathe and taught a deaf first grade child on a daily basis in a one-to-one setting. In the 1996/97 school year that child is in a regular public third grade classroom the majority of the day, including reading class. She is reading on grade level. Dr. Luetke-Stahlman and Dr. Nielsen are collaborating on research on the reading development and instruction of hearing impaired children.

In the 1995-96 school year additional Topeka and Olathe teachers were engaged in the year long training, two Trainers were trained in Olathe (Dee Berry and Susan Steward) and the small group model in the classroom was piloted in this school year by a first grade teacher in Olathe. The Kansas Accelerated Literacy Learning program expanded in the 1996/97 school year in the “veteran” districts of

Lawrence, Topeka and Olathe (including first, second, LD and BD teachers in-training) under the direction of the district Trainers in those three districts. In the 1996/97 school year four Council Grove and eight Kansas City, Kansas, teachers were trained by Dr. Nielsen. In the 1997/98 school year KALL expanded in KCK with the training of four new teachers, a trainer (Laurie Leiker), and a K-2 inservice program for the classroom teachers in the five original KALL. schools.

Since the 1993-94 school year all KALL. teachers have met as a large group on an average of two full days each school year. These KALL. Network meetings provide the KALL. Director, Dr. Nielsen, and Trainers an opportunity to intensely focus on a particular topic such as teaching the most “at risk” children, supporting first grade teachers, involving parents, etc. These all day sessions also provide a forum for KALL. teachers to share ideas and learn from teachers not in their district. In addition to attending the KALL. Network meetings, all veteran (successfully completed the year long KALL. training) KALL. teachers attend periodic after school meetings (at least once, but usually twice per month) and are observed and given written feedback about their teaching several times each year by either Dr. Nielsen or one of the Trainers.

Studies of the effectiveness of KALL. (one-to-one, small group, and emergent reader group instruction) have been done since its inception and will continue to be done. KALL. served children are followed as they move up the grades using informal and formal measures of reading achievement. To study the effectiveness of the classroom teacher model used in Olathe and KCK, data was collected in the 97/98 school year and will be entered and analyzed in the summer of 1998.

The KALL. program is not static. It has evolved as time would allow it to address the needs of literacy learning in the primary grades. Although the original purpose of the KALL. program was to work with first grade students, Dr. Nielsen and the Trainers are working together to investigate ways to support appropriate practice in kindergarten and in grade 2. For example, some KALL. teachers serve students in second grade and above and are using the KALL. strategies and lesson structure with individuals and small groups of children. To support kindergartners, the first step has been encouragement for kindergarten and grade 1 teachers to incorporate the Animated Literacy program developed by Jim Stone. The next step is for a focus on language development via Dr. Nielsen’s storybook interaction strategies (Nielsen, 1993) and other activities.

Nielsen, D. C. (1993). The effects of four models of group interaction with storybooks on the literacy growth of low achieving kindergarten children. In D. J. Leu, & C.K. Kinzer (Eds.) Examining Central Issues in Literacy Research, Theory, and Practice pp. 279-287. Forty-Second Yearbook of the National Reading Conference. Chicago: National Reading Conference.

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updated - June, 1998

School and Principal Responsibilities

- Support the guidelines of KALL. teacher selection.
 1. You have the option of nominating a teacher currently on your staff, if so only nominate teachers for KALL. training who are sincerely interested, open to constructive criticism of their teaching, committed to changing their usual practice, and willing to complete the requirements for state certification as a Reading Specialist.
 2. Accept and support an approved KALL. teacher from outside current staff of your building if your nominee is not accepted for KALL. Training. KALL. Teachers are selected by Dr. Nielsen and the trainer(s) in district that have trainers, in consultation with the district leadership.
- Provide a place for the KALL. teacher where s/he has space, quiet and lack of distractions
- Protect the KALL. lesson time - i.e. do not pull KALL. teacher from KALL. teaching to do miscellaneous jobs, e.g. monitor vision testing, substitute for play ground supervisors, etc.
- Attend 2 full day meetings for principals per school year.
- Support KALL. teacher attendance at meetings
- Support first grade teachers attendance at 2 day long meetings .
- Provide a common uninterrupted reading instructional period during the school day which supports flexible groupings.
- Purchase suggested materials to support the regular classroom teacher.
- Support the instructional and testing guidelines and requirements of KALL.

Teacher and District Responsibilities

Agreement Year 1 Teacher

- **Begin classes at your own expense to become a state certified Reading Specialist if not already certified because a KALL. teacher is expected to be a reading leader in their building in the future.**
- Attend 3 full days of instruction in late summer
- Attend full-day KALL. Network meetings during the school year.
- Attend approximately 60 hours of after school meetings spread across the year.
- Attend 2 full-day “Team Building” meetings per year (meetings of KALL. teachers, the principal, first grade teachers, and support staff - e.g. Speech & Language Specialist from the buildings in which KALL. is in operation).
- Videotape self teaching at least two times per month.
- Bring videotape to meetings as assigned for peer review and critique.
- Agree to be observed and discuss observation with Trainer (primarily on site or some may be via video tape) for clinical supervision Fall/Winter at least 2 lessons per month, Winter/Spring at least 1 lesson per month.

- Read professional literature as assigned.
- Keep a journal and submit it to the Trainer as assigned.
- Collect testing information as directed (beginning, middle, end of the year and dismissal).
- Communicate with the regular classroom teacher regarding what is being done in KALL. (invite to visit and/or view videotapes of lessons) and how the classroom teacher can work with the KALL. teacher to support the KALL. student.
- Communicate with parents and get permission for videotaping and agreement that they support the child at home (rereading familiar books, sentence work, games).
- Plan and conduct a parent information meeting (at least 1 in the fall).
- Keep daily records as directed (lessons, book level, attendance, etc.).
- Agree to follow the KALL. lesson guidelines and dismissal procedures and not create variations on these formats.
- Devote at least two half-hour slots per day for one-on-one instruction.
- Complete additional assignments if taking this training for credit.

In order to be a KALL. certified teacher, a teacher must successfully complete the year of KALL. training and supervision. This entails following the requirements as outlined above as well as end of the year clinical supervision status of “satisfactory” or “excellent.” If “less than satisfactory,” a plan will be drafted by the KALL. Trainer, the KALL. teacher, and his/her district supervisor. This plan may include the expectation that the KALL. teacher will participate in first year teacher activities to some degree for the second teaching year and be observed more often than the standard “veteran” observation policy (2 lessons per semester).

Agreement- Teacher after Year 1 (“Veterans”)

- Continue working towards becoming a state certified Reading Specialist
- Continue to follow all KALL. procedures and policies.
- Attend KALL. teacher meetings - *minimum* eight hours per semester.
- Collect data on current children including the Gates-MacGinitie test.
- Collect follow-up data on children served in previous years including the Gates-MacGinitie test.
- Continue to follow the guidelines of the KALL. program in terms of teaching, testing, and dismissal.
- Agree to be observed by a KALL. Trainer - minimum: 2 lessons each semester
- Attend at least one full-day KALL. Network meeting in Lawrence per year.
- Devote at least one half-hour slot per day for one-on-one instruction.

Agreement of District - Year 1

- Provide teachers with the opportunity to be inserviced on emergent literacy, beginning reading and reading intervention.
- Provide materials (student books and instructional materials such as magnetic letters).
- Provide testing materials including Gates-MacGinitie Test (end-of-the-year each year, including follow-up on KALL. students).
- Provide financial support for training (training for KALL. class fees, observation fee including mileage or postage, professional books and photocopied KALL. packet).
- Provide cost of data entry and analysis.
Data from the district will be part of the KALL. pool of data used for program evaluation.
- Provide cost of substitutes, mileage, meals and lodging (if necessary) for teachers to attend full day KALL. Network meetings in Lawrence (2-3 in year one).
- Provide cost of regular classroom teachers to attend 2 full-day KALL. Team Building sessions
- Provide mileage for the Trainer (if not part of a KU credit arrangement).

Agreement with District - Follow Up Years

- Cover cost for KALL. teachers to attend *at least* 1 of the annual full-day KALL. Network meetings in Lawrence (sub, mileage, meals, and materials - lodging if necessary).
- Support their KALL. teachers attendance at a minimum of 8 hours of KALL. meetings in the district per semester.
- Continue following KALL. policies and procedures.
- If the district does not have a KALL. trained Trainer, then this district must agree to support observations of each of their KALL. teachers (a minimum of 2 lessons per teacher per semester) conducted by Dr. Nielsen or a KALL. trained Trainer.
- Agree to purchase materials, including the Gates-MacGinitie tests, required by the program.
- Agree that data from the district becomes part of the KALL. pool of data used to study the effectiveness of the program.

Trainers

KALL. Trainers are selected by Dr. Nielsen in consultation with the district leadership, come from the ranks of KALL. trained teachers, and have the Kansas Reading Specialist Endorsement.

Trainers will:

- Engage in a course of professional study in emergent and beginning reading beyond that of year 1 teachers. This will be provided by the KALL. Director, Dr. Nielsen, and may be taken for University of Kansas credit. This will involve professional reading and discussion with other KALL. Trainers and Trainers-in-training.
- Observe KALL. teachers and provide written & oral feedback (initially under the supervision of Dr. Nielsen).
- Facilitate KALL. meetings (initially under the supervision of Dr. Nielsen).
- Visit other Trainers directing KALL. meetings.
- Learn and follow policies and procedures of KALL. as KALL. is expanded.
- Attend Trainer meetings. To save travel costs, some Trainer meetings will be held before or after a KALL. Network meeting.
- Attend all KALL. Network meetings.

To be considered a certified KALL. Trainer, individuals must complete all the above activities to a degree of at least “satisfactory” as determined by Dr. Nielsen.

Diane Corcoran Nielsen, Ph.D.

Updated - August, 1997

Information on Reading Recovery and Kansas Accelerated Literacy Learning

Reading Recovery and K.A.L.L. are not remedial reading programs. They are early intervention tutorial programs.

	Reading Recovery	Kansas Accelerated Literacy Learning
How does the program work?	1) Pull out individualized (one on one) with a trained teacher 2) Classroom Teacher Training available upon request of the school	1) Pull out individualized (one on one) with a trained teacher or small group (two to one or three to one) with a trained teacher 2) Classroom Teacher Training Required for schools requesting the program 3) Emergent Reader Group - for preschool level or Kindergarten reading level
Components:	3 components: a) Observation Survey 1) Letter ID 2) Word Test 3) Concepts about Print 4) Writing Vocabulary 5) Dictation 6) Text Reading b) Tutoring Session c) Teacher Training - 15-20 Universities train teacher leaders 1) University Trainer - Doctorate level 1 year of onsite training away from home 2) Teacher Leader - Masters Level 1 year onsite training away from home 3) Reading Recovery Teachers - Primary level teaching experience 1 year in school training provided by Teacher Leaders	4 Components: a) Student Assessment 1) Letter ID 2) Word Test 3) Concepts about Print 4) Writing Vocabulary 5) Dictation 6) Text Reading b) Tutoring Session c) Teacher Training - (offered only through the University of Kansas) 1) 60 hours of instruction, primarily after school, on location of home school or district 2) All 1st grade teachers in the building receive 2-3 days of Training in the strategies d) Parent Communication - at least one formal parent training is offered per building
Lesson Includes:	Length: 30 minutes each day for approx. 12-20	Length: 30 minutes for One - to - one or small group

	<p>weeks</p> <ul style="list-style-type: none"> a)Fluent Writing Practice b)Rereading Familiar Books c)Taking a Running Record d)Letter Identification or Word Analysis e)Writing a Story f)Cut Up Sentence g)New Book Introduction by teacher and First Read by student 	<p>model approx. 15 weeks or 70 lessons</p> <ul style="list-style-type: none"> a) rereading familiar books b) Taking a running record c) Word work (depending on level of student) phonics, word analysis, cut- up sentences, and writing d) New Book Introduction by teacher and First Read by student
Student Selection:	<p>At-risk 1st graders by testing with Observation survey, test 30% of the lowest students based on Kindergarten teacher recommendation, identify approx. 20% of the lowest students based on survey</p>	<p>District selected prescreening with a cut off score established by the district. Then using the Observation survey on students falling below the cutoff score on the district selected assessment. Placement in one-to-one, small group, or emergent reader model is established based on composite score</p>
Preliminary Results: Standards for release of students from programs differ. Demographics of the districts using the two programs vary widely. Data should be used with discretion.	<p>Of the 15 districts in Kansas using the Reading Recovery program, 86%-89% of the children are released from the program reading on the average reading level of their peers in the building. Reading Recovery uses a one-to-one model only. Students must have completed at least 60 lessons to be included in the final data. Students are discontinued from the program based on absenteeism or other factors.</p>	<p>Of the six districts in Kansas using the K.A.L.L. program, 79% of students in the one-to-one model are released, 68% of the small group model are released, and 74% of students in a mixture of small group and one-to-one model are released. Students are released based on their ability to read at the National reading level average of their peers. Students must have completed at least 40 lessons to be included in the final data. Students are not discontinued based on attendance records.</p>

Appendix 6: Responsibilities and Resumes

Timeline and Responsibilities				
Name	Position	FTE	Year	Responsibilities
Sharon Freden	Project Management Team	.05	1,2,3	administer grant and subcontracting processes; hire and supervise project coordinator and staff; coordinate with Kansas State Department of Education (KSDE) teams to fulfill project objectives; liaison with Kansas State Board of Education (KSBE), Governor's Council, and local and national organizations concerning project activities and progress
Ken Gentry		.10		
Steve Adams		.10		
(TBA)	Project Coordinator	.50	1,2,3	coordinate, prepare for, and facilitate presentations for informational and technical assistance meetings;
			1	write contracts;
			1,2,3	write project reports to KSBE, Governor's Council, and U.S. Department of Education;
			1,2,3	visit LEAs receiving subgrants biannually; provide technical assistance via telephone, ITV, video conferencing, or visits;
			1,2,3	coordinate presentations at annual conferences with state and national organizations;
			1,2,3	coordinate LEA reports with external evaluator and Planning and Research;
			1,2,3	coordinate three annual meetings for the Governor's Council;
			1,2,3	meet regularly with project management team to provide updates of grant activities and progress towards Kansas Reading Excellence goals and objectives;
			1,2	meet regularly with teacher standards committee as Language Arts Concentration standards for teachers at Early Childhood levels are developed and aligned with Reading Excellence training requirements
(TBA)	Secretary I (Coordinator)	.50	1,2,3	assist with communications, meeting and travel arrangements, word processing, keeping project records, and assembly of training, technical assistance, and reviewer materials

CONCISE VITA
SHARON E. FREDEN

EDUCATION

B.S. (Education), Northern State College, Aberdeen, South Dakota
M.A. (English), University of Iowa, Iowa City, Iowa
Ed.D., University of Colorado, Boulder, Colorado

Additional course work at the University of Wisconsin-Madison; The Colorado College, Colorado Springs; the University of Northern Colorado, Greeley; the University of Missouri-Columbia; and the University of Kansas.

WORK EXPERIENCE

1984-Present: Assistant Commissioner, Learning Services Division, Kansas State Department of Education

Responsible for implementation of the system which accredits public and nonpublic elementary, secondary, special purpose, and youth center schools based on results; state K-12 curriculum standards and assessment; special education, including students with disabilities and those who are gifted; special state and federal programs, including Title I, Chapter 2, bilingual and migrant education, education for the homeless, Parents as Teachers, Safe and Drug-Free Schools and Educate America Act; certification of educators and approval of educator-preparation programs; and approval of local district staff development programs.

1981-84: Director, Educational Assistance Section, Kansas State Department of Education

Responsible for general K-12 curriculum and instruction and accreditation of elementary, secondary, and special purpose schools.

1980-81: Instructional Television Inservice Coordinator, KCPT/19, Kansas City, Missouri
1980: Supervisor: ESEA Title II-Basic Skills, Colorado Department of Education
1977-80: Computation and Communication Skills Consultant, Colorado Department of Education
1973-76: Senior Consultant, School Finance and Data Services Unit, Colorado Department of Education
1970-72: K-12 Language Arts Consultant, Boulder Valley Public Schools, Colorado

Also teaching experience in senior high schools in Wisconsin and Colorado and as a graduate assistant at the universities of Iowa and Colorado.

PUBLICATIONS

Included are numerous state department of education publications, as well as contributions to national, state and local education publications.

RESUME SUMMARY

Ken Gentry
Kansas State Department of Education
120 S.E. 10th
Topeka, KS 66612-1182

Employment

- 1968-70 Kansas State Department of Education
Education Program Specialist, Title I
- 1970-85 Kansas State Department of Education
Director of Title I/Chapter 1
- 1985-90 Kansas State Department of Education
Coordinator, State and Federal Programs Section
- 1990-99 Kansas State Department of Education
Team Leader, Consolidated & Supplemental Programs

The Team Leader of Consolidated and Supplemental Programs provides overall leadership, coordination, and administrative responsibilities associated with various State and Federal Programs, including: Title I, Neglected/Delinquent programs, Title VI, Title II, Migrant, State/Federal Bilingual, ESL Programs, At-risk grant programs, Homeless, Health and CDC, Parents as Teachers, Community Services and Goals 2000.

During the past five years, I have been involved in several activities and served on numerous committees to implement restructuring efforts in Kansas education.

Currently Federal Liaison State Representative to the CCSSO.

Served on the Database Advisory Committee to review data collection needs to meet reporting requirements for schools implementing Quality Performance Accreditation (Kansas outcomes education process).

Developed a plan to coordinate the Title 1 Program Improvement process with the school improvement plan required under the Quality Performance Accreditation Plan.

Served on committee to implement the Cash Management Improvement Act.

Serve on Goals 2000 Advisory Committee.

Served as Chairperson of a state committee established to develop Student Improvement plans guidelines related to the State Board's Mathematics Improvement Program.

Currently serving on the Interstate Migrant Education Council as steering committee member, and also on the Management Advisory Council.

Responsible for administration of the Kansas Innovative/Enhancement Grant Program.

Currently serve as the coordinator of the Kansas Governor's Academy for At-risk youth.

Served on committee for the development and implementation of Parents as Teachers Programs and At-risk grant programs.

Served on National Evaluation Committee on the effectiveness of Chapter 1, 1984-85.

Member of Chapter 1-IRA Coordinating Committee.

Served on various committees of the National Association of State Title I Coordinators.

Served as President of the National Association of State Chapter 1 Coordinators, 1984-85.

Serve on the Children and Youth Advocacy Committee.

Served on the state committee to develop Early Childhood standards.

Served on Child Health Assessment Task Force.

Serve on State Commission on Community Service Grants.

Served on review of Minnesota's Goals 2000 Plan.

Served on CCSSO, State Collaboratives on Assessment and Student Standards -- Setting performance standards for IASA, Title I

Review designated State Consolidated Plans for U.S. Department of Education

Personal Mission

I believe it is my responsibility to cause educational stakeholders to examine, question, validate, or change educational systems to enable all students to be self-reliant learners.

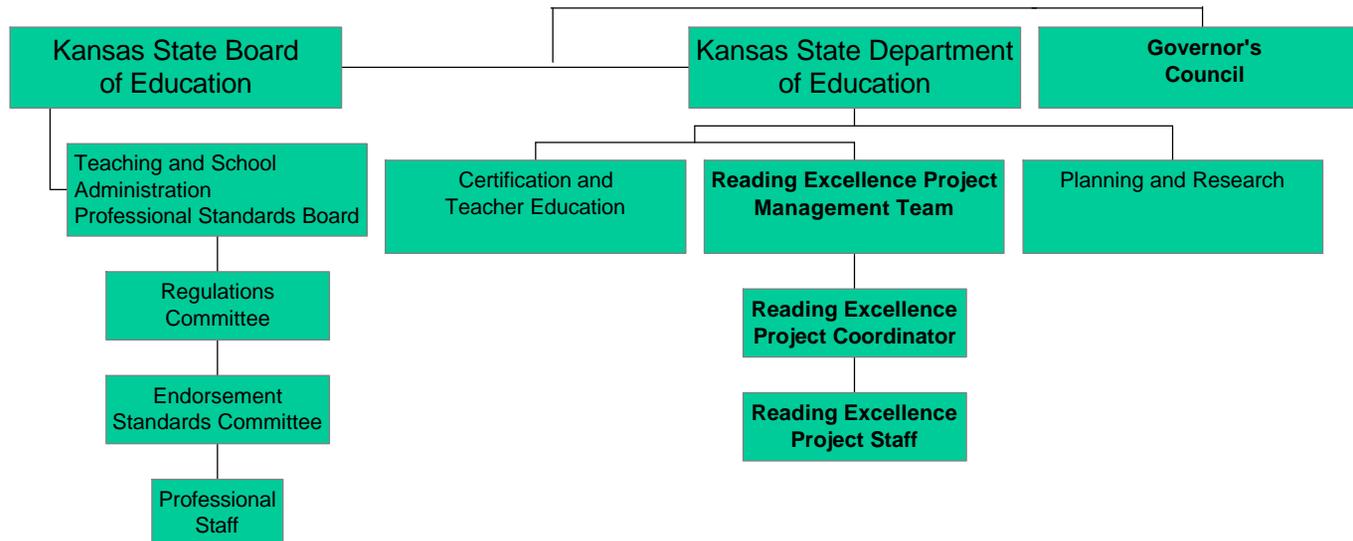
Professional Preparation

1976-1980	Emporia State University Emporia, Kansas	BSE Program
1983-85	Kansas State University Manhattan, Kansas	Masters Program
1990-94	Kansas State University Manhattan, Kansas	Ed.D Program

Professional Experience

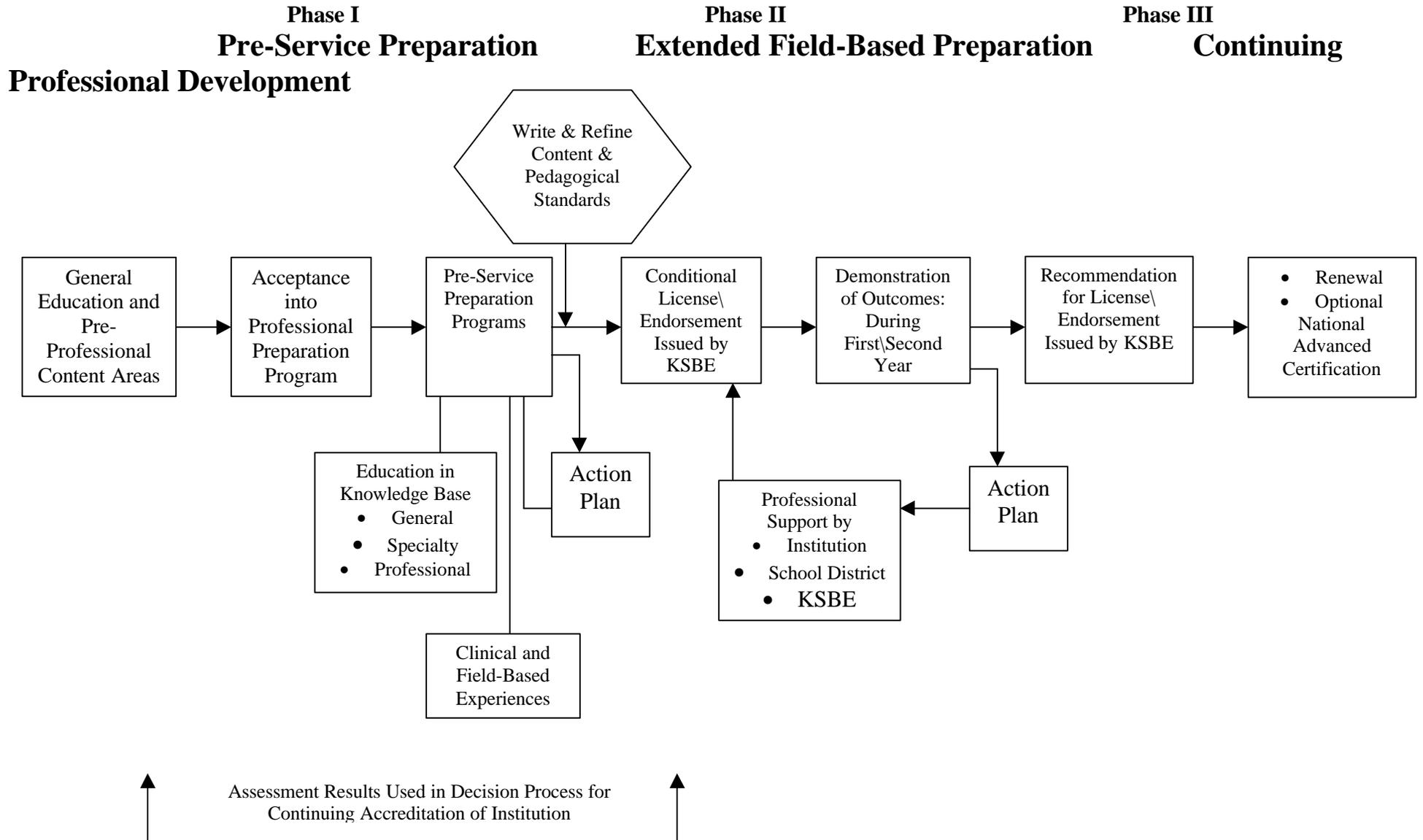
1980-86	Abilene Middle School Abilene, Kansas	Teacher
1981-86	Cloud County Co. College Concordia, Kansas	Adjunct Instructor
1986-88	Brewster School Brewster, Kansas	K-12 Principal
1988-90	Argonia Jr-Sr High School Argonia, Kansas	Secondary Principal
1990-92	Herington Middle School Herington, Kansas	Middle School Principal
1992-95	Robinson Middle School Hiawatha, Kansas	Middle School Principal
1992-95	IBM EduQuest Corp. Atlanta, Georgia	Staff Development Specialist
1995-98	Flinthills USD 492 Rosalia, Kansas	Superintendent
1998-	Kansas State Department of Ed. Topeka, Kansas	Team Leader, School Improvement & Accreditation

Appendix 7: Organizational Scheme Kansas Reading Excellence Grant

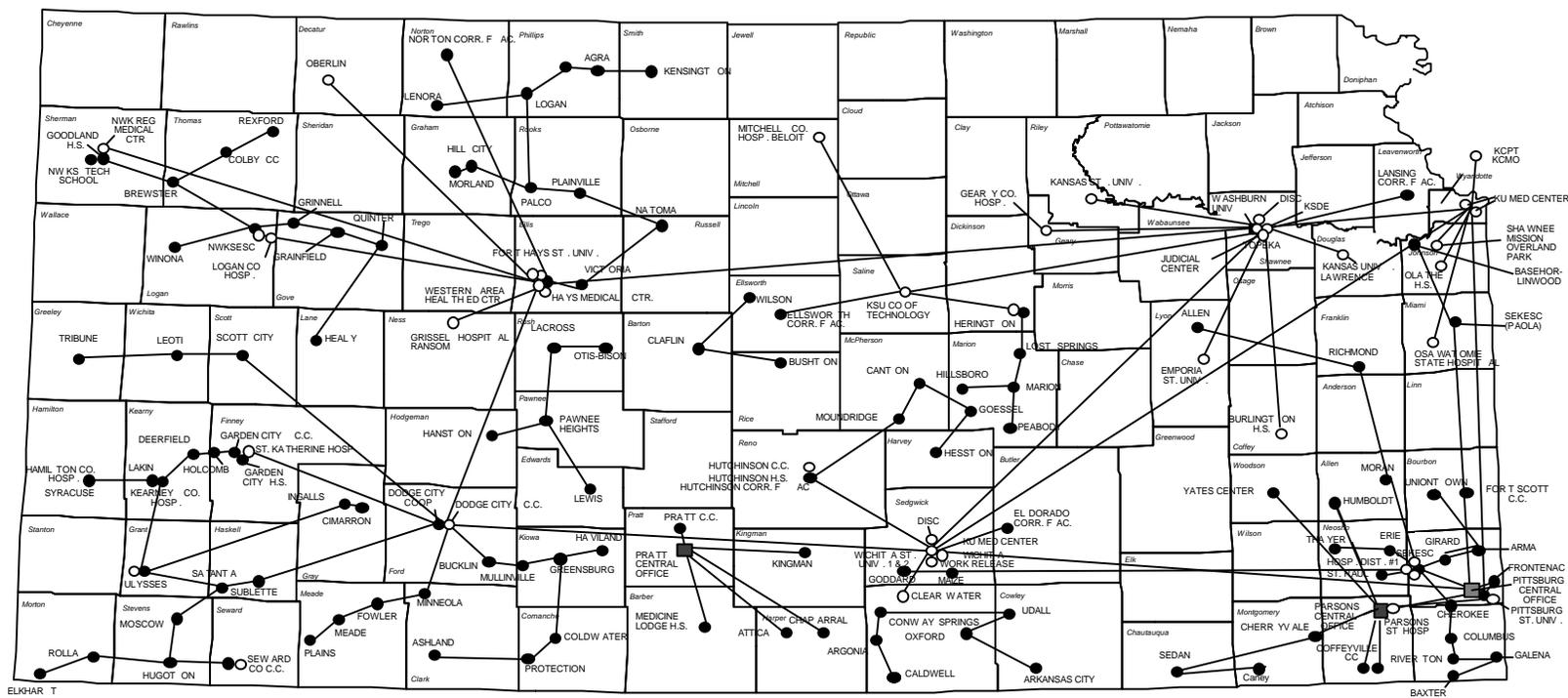


Appendix 8

Figure 1
Professional Preparation: A Continuum for Kansas



Full-Motion and Compressed T wo-W ay Interactive V ideo Networks



- LEGEND**
- Active Full-Motion Cluster
 - Current Full-Motion Site
 - - - Compressed Video Network
 - Site
 - ATM Network and Sites

Prepared by: Linda Grindol,
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785-296-4961

April 1999

COMPRESSED SITES:

- A-Plus Network (12 sites)
- Burlington High School, Burlington
- Capitol Complex (DISC), Topeka
- DISC, Wichita
- El Dorado Correctional Facility, El Dorado
- Ellisworth Correctional Facility, Ellisworth
- Emporia State University, Emporia (2 sites)
- Fort Hays State University, Hays (2 sites)
- Fort Scott Community College, Fort Scott
- Geary County Hospital, Junction City
- Hamilton County Hospital, Syracuse
- Hays Medical Center, Hays (2 sites)
- High Southwest Plains Network, Ulysses (22 sites)
- Hospital District #1, Girard
- Hutchinson Correctional Facility, Hutchinson
- Hutchinson Community College, Hutchinson (6 sites)

- Logan Co. Hospital, Oakley
- Kansas City Public Broadcasting, KC, MO
- Kansas State Board of Education, Topeka
- Kearney County Hospital, Lakin
- KSU Advanced Mfg. Institute, Manhattan (2 sites)
- KSU College of Technology, Salina
- KU Med Center, Kansas City (2 sites)
- KU Med Center, Wichita
- KU Lawrence (3 sites)
- Larned State Hospital, Larned
- Logan County Community Hospital, Oakley
- Mitchell County Hospital, Beloit
- Northwest Kansas Area Health Education Center, Hays
- Northwest Kansas Educational Service Center, Oakley (10 sites)
- Northwest Kansas Regional Medical Center, Goodland
- Norton Correctional Facility, Norton

- Oberlin Community Center, Oberlin
- Olathe High School, Olathe
- Osawatimie State Hospital, Osawatimie
- Parsons State Hospital, Parsons
- Pittsburg State University, Pittsburg (2 sites)
- Pratt Community College, Pratt
- St. Catherine Hospital, Garden City
- Seward County Community College, Liberal
- Shawnee Mission Center of International Studies, Overland Park
- South Central Kansas Education Service Center, Clearwater
- Southeast Kansas Education Service Center, Greenbush (23 sites)
- Southeast Kansas Education Service Center, Paola
- Technology Excellence in Education Network, Herington (5 sites)
- Topeka Department of Corrections, Topeka
- University of Missouri at Kansas City, Kansas City, MO
- Washburn University, Wichita (2 sites)
- Wichita State University, Wichita (2 sites)
- Wichita Work Release, Wichita

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READING EXCELLENCE

GRANT PROGRAM

APPLICATION PACKET

1999-2000

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as soon as the child is ready to read; or

“(B) as soon as possible once the child enters school, but not later than 3rd grade.

- “(3) To improve the reading skills of students, and the instructional practices for current teachers (and, as appropriate, other instructional staff) who teach reading, through the use of findings from scientifically based reading research, including findings related to phonemic awareness, systematic phonics, fluency, and reading comprehension.
- “(4) To expand the number of high-quality family literacy programs.
- “(5) To provide early literacy intervention to children who are experiencing reading difficulties in order to reduce the number of children who are incorrectly identified as a child with a disability and inappropriately referred to special education.

District Eligibility

Only districts that:

- “(A) have at least one school that is identified for school improvement under section 1116(c) of Title I ESEA in the geographic area served by the agency;
- “(B) have the largest, or second largest, number of children who are counted under section 1124(c), in comparison to all other local educational agencies in the State; or
- “(C) have the highest, or second highest, school-age child poverty rate, in comparison to all other local educational agencies in the State.

For purposes of subparagraph (C), the term ‘school-age child poverty rate’ means the number of children counted under section 1124(c) who are living within the geographic boundaries of the local educational agency.

School Eligibility

Participating attendance centers must be in Title I school improvement status, have the highest or second highest number of poor children in the LEA, or have the highest or second highest percentage of poor children in the LEA.

Note on poverty rate: With respect to calculating the poverty rate for possible or proposed participant schools, the LEA may use a school's number of children counted under section 1124(c) of Title I divided by the total number of children in the school, expressed as a percentage. Alternatively, since the poverty counts under section 1124(c) are not available at the school building level, the LEA may use the number of poor children divided by all children in the school's attendance area or school. Under section 1113(a)(5) of Title I, LEAs may select a poverty measure from the following options to identify eligible school attendance areas and determine the ranking of each other:

- Children ages 5-17 in poverty counted in the most recent census data approved by the Secretary.
- Children eligible for free and reduced-price lunches under the National Free School Lunch Act.
- Children in families receiving assistance under the Aid to Families with Dependent Children (AFDC) program.
- Children eligible to receive medical assistance under the Medicaid program.
- A composite of the above measures.

LEAs must use the same measure of poverty for all schools when calculating school poverty, whether it is based on children in the schools or children in the attendance area.

Number of Applications

The **maximum number of applications** which a district may submit on its own behalf or participate in as part of a consortium. The total number of pages may not exceed 25 pages. Districts may apply for the Local Reading Improvement Grant, the Tutorial Assistance Grant or both.

Application Deadline

An original and four copies of both the application and grant proposal are to be submitted to: Kansas State Department of Education, 120 SE 10th Avenue, Topeka, KS 66612-1182. They must be postmarked or hand-delivered no later than December 1, 1999 to be considered. No faxes will be accepted.

Selection of Applications

Application/proposals for grants will be reviewed and rated by an REA Review Committee. The Review Committee will evaluate grant proposals based upon the established criteria and will make recommendations to the State Board regarding the awarding of grants of state monies.

Length of Grant Period

The REA grants are for a two-year period from the time the official approved notice is received from the state. Funds may not be expended after the 24 months time period. There is no limit on the amount of funds a district may request. The Reading Excellence Act does not require a match.

Grades Served

The REA grant funds must be limited to providing services to students in grades K-3 only. However, all instructional staff may participate in the Professional Development activities.

Instructional Staff

Staff employed with Reading Excellence Grant funds **must be certified** and participate in the specified training regarding scientifically-based reading research.

Professional Development

Applicants must expend a minimum of **50 percent** of the grant funds for continuous comprehensive staff development support and activities that provides schools with capacity building resources to continue to implement scientifically-based reading research after the grant is concluded.

Application Format

The following directions specify the recommended format for developing an application:

- Be sure to label and complete all questions included in the application.
- Write on only one side of the paper.
- Do not use any font or type size smaller than *Times 12* which is the size of this statement.
- Submit applications on white paper and staple only in upper left-hand corner.
- Do not include any special covers, title pages, appendices, art work, brochures or letters of support. Charts or grids are allowed if needed; however, they are part of the total page count limitations.

Maximum **page limitation** for the application is **25** pages:

- 1 page is application cover form
- 1 page is budget form
- 1 page is the assurance page
- 22 pages (maximum) are for answering narrative questions

Each application must be submitted using a blind proposal method. The review committee will read and rate the proposals without knowledge of what LEA submitted the proposal.

Information

If you have any questions concerning the Reading Excellence Grant Program, please feel free to call Ken Gentry at (785) 296-2306.

Definitions

The following definitions are contained in Section 2252 of the Reading Excellence Act.

- (1) **ELIGIBLE PROFESSIONAL DEVELOPMENT PROVIDER.** —The term ‘eligible professional development provider’ means a provider of professional development in reading instruction to teachers that is based on scientifically based reading research.
- (2) **FAMILY LITERACY SERVICES.** —The term ‘family literacy services’ means services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:
 - (A) Interactive literacy activities between parents and their children.
 - (B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
 - (C) Parent literacy training that leads to economic self-sufficiency.
 - (D) An age-appropriate education to prepare children for success in school and life experiences.
- (3) **INSTRUCTIONAL STAFF.** —The term ‘instructional staff’ —
 - (A) means individuals who have responsibility for teaching children to read; and
 - (B) includes principals, teachers, supervisors of instruction, librarians, library school media specialists, teachers of academic subjects other than reading, and other individuals who have responsibility for assisting children to learn to read.
- (4) **READING.** —The term ‘reading’ means a complex system of deriving meaning from print that requires all of the following:
 - (A) The skills and knowledge to understand how phonemes, or speech sounds, are connected to print.
 - (B) The ability to decode unfamiliar words.
 - (C) The ability to read fluently.
 - (D) Sufficient background information and vocabulary to foster reading comprehension.
 - (E) The development of appropriate active strategies to construct meaning from print.
 - (F) The development and maintenance of a motivation to read.

(5) WHAT IS SCIENTIFICALLY-BASED READING RESEARCH?

The statute defines scientifically-based reading research as the application of rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties (Section 2252(5)).

To meet the statutory definition, the research must:

- 1) employ systematic, empirical methods that draw on observation or experiment;
- 2) involve rigorous data analyses that are adequate to test the state hypotheses and justify the general conclusions drawn;
- 3) rely on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and
- 4) have been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

WHAT ARE CHARACTERISTICS OF SCIENTIFICALLY-BASED READING RESEARCH?

When reviewing research findings to determine whether the research on which the findings were based met the four criteria specified in the REA (listed in bold above), readers may want to ask themselves questions about how well the research met each of the criteria. Examples of the types of questions that could be asked about each criteria include:

- 1) Use of rigorous, systematic, and empirical methods.
 - Does the work have a solid theoretical or research foundation?
 - Was it carefully designed to avoid biased findings and unwarranted claims of effectiveness?
 - Does the research clearly delineate how the research was conducted, by whom it was conducted, and on whom it was conducted?
 - Does it explain what procedures were followed to avoid spurious findings?
- 2) Adequacy of the data analyses to test the stated hypotheses and justify the general conclusions drawn.
 - Was the research designed to minimize alternative explanations for observed effects?
 - Are the observed effects consistent with the overall conclusions and claims of effectiveness?
 - Does the research present convincing documentation that the observed results were the result of the intervention?
 - Does the research make clear what populations were studied (i.e., does it describe the participants' ages, as well as their demographic, cognitive, academic, and behavioral characteristics) and does it describe to whom the findings can be generalized?
 - Does the study provide a full description of the outcome measures?

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

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

GUIDELINES FOR THE READING EXCELLENCE ACT

Questions/Answers Regarding the Federal Statutory and Regulatory Provisions

1. **What kind of evidence is critical in determining whether instructional programs and professional development activities meet the required standards?**

Applicants should review all theoretical and conceptual claims and assumptions that serve as the foundation for each reading strategy, program, or method of instruction. Too often, assumptions that underlie reading instruction are not supported by scientific data.

A clear definition of reliable evidence of effectiveness is critical to the successful selection and implementation of research-based reading improvement strategies.

One approach to assessing the adequacy of professional development activities or instructional programs is to examine the extent to which they vary along four dimensions; the theoretical foundation for the activity or program, how well the activity or program improves student achievement, the conditions required for activity or program implementation, and evidence of replicability. The Department encourages states to consider these four dimensions when they examine evidence of the effectiveness of research-based reading improvement programs and professional development activities that will be implemented by local educational agencies that compete for subgrants. The types of information states may want to consider along these four dimensions include:

- **The theoretical or research foundation for the program or activity.** Does the program or activity provide a well-developed theory or research findings to explain why a particular program, service, or activity improves students' reading ability?
- **Evaluation-based evidence of improvements in students' reading achievement.** Does the program or activity provide evidence of educationally significant improvement through reliable measures of student reading before and after implementation of the program or intervention? Does the evidence make clear the magnitude of the improvement, and show that the results are educationally significant (that is, of sufficient magnitude to make a "real" difference in student performance), not just statistically significant?
- **Evidence of the conditions required for effective implementation.** Does the program explain what it takes to make the program fully operational, including estimates of the cost, in respect to both time and money, of implementation? Does it explain the full costs of the professional development activities, including teachers' time?
- **Evidence of replicability.** Has the program or activity been successfully implemented in more than one location? Was information provided on the conditions under which the program or activity was replicated: for example, descriptions of the students' ages, educational background and achievement level; classroom and teacher characteristics; or parental and community involvement?

Ideally, evidence would be available across all four of these dimensions for reading improvement programs and professional development activities under consideration. In practice, the quality of the evidence available for each of the four dimensions is likely to vary not only from program to program but also within a particular program. A program might have a very strong theory for why it should work and evidence that it improves student outcomes.

2. Must funded local educational agencies select only programs of reading instruction that have been fully evaluated and had the results published in a peer-review journal?

The law requires that local educational agencies work with schools receiving assistance to select one or more programs of reading instruction developed using scientifically based reading research. Local educational agencies may wish to consider whether well-established, nationally-known programs with strong evaluation evidence meet their needs. We expect that many will want to use such programs. However, when selecting the programs, state and local personnel should review the programs carefully to ensure that they meet the criteria for scientifically based reading research in the REA.

A locally developed program that is based on high quality, peer-reviewed research may be acceptable even if the program itself has not been fully evaluated, peer-reviewed, and published in a journal. We encourage states and districts that have identified high quality local programs to fully evaluate the effectiveness of the programs and publish or otherwise disseminate the findings. Again, personnel will need to ensure that the programs meet the REA criteria for reading research.

3. Where can I get help about what constitutes scientifically based reading research?

In addition to carrying out the broader dissemination activities as described in the Reading Excellence Act (see Section 2258), the National Institute for Literacy (NIFL) will provide help to any SEA that requests assistance in determining what constitutes scientifically based reading research. This information could be useful to the SEA in developing its own application and in designing subgrant application forms.

The National Institute for Literacy is an independent federal organization that is leading the national effort toward a fully literate America. By fostering collaboration and innovation, the Institute builds and strengthens state, regional, and national literacy infrastructures, with the goal of ensuring that all Americans with literacy needs receive the high-quality education and basic skills services necessary to achieving success in the workplace, family, and community. Information on NIFL is available on-line at <http://nifl.gov/> or at (202) 632-1500.

4. Where can I learn more about reading research that meets the criteria for inclusion in programs and activities funded by the Reading Excellence Act?

Note: Many organizations, including the Department of Education, provide information on a wide variety of programs and practices, ranging from those that have been carefully evaluated to those that are thought to be promising. States should evaluate each program under consideration to determine whether it meets the requirements of the REA. We have provided the following information as a service to readers and not as an endorsement.

For more information, readers may wish to consider the following sources, among others.

- *Preventing Reading Difficulties in Young Children*, Catherine E. Snow, M. Susan Burns, and Peg Griffin, Ed. National Research Council, National Academy Press, Washington, DC, 1998. <http://www.nap.edu/>
- *America Reads Challenge*, the U.S. Department of Education program to improve reading. <http://www.ed.gov/inits/americanreads/>
- *The National Reading Panel Progress Report*. The National Institute of Child Health and Human Development, National Institutes of Health, U.S. Department of Health and Human Services, February 22, 1999.
- *Beginning to Read: Thinking and Learning about Print*, Marilyn Adams, MIT Press, 1990.
- *Starting Out Right: A Guide to Promoting Children's Reading Success*. M. Susan Burns, Peg Griffin, and Catherine Snow, Ed. National Research Council, National Academy Press, Washington, DC, 1998. <http://www.nap.edu/>

Eligible applicants may also consult the U.S. Department of Education technical assistance and information providers. The Department's assistance and information providers include:

- *Comprehensive Technical Assistance Centers*. The U.S. Department of Education funds 15 Comprehensive Regional Assistance Centers that help states, school districts, schools, tribes, community-based organizations, and other grant recipients with the administration, integration and implementation of programs funded under the Elementary and Secondary Education Act of 1965. The Centers provide comprehensive training and technical assistance to improve teaching and learning and to meet the needs of children served by ESEA programs. More information about Comprehensive Centers is available at www.wested.org/cc/html/ccnetwork.htm.
- *Regional Educational Laboratories*. The U.S. Department of Education's Regional Educational Laboratory Program is a network of 10 Regional Labs working to ensure that those involved in educational improvement at the local, state and regional levels have access to the best available research and knowledge from practice. The program is designed to help educators, policymakers, and communities improve schools and help all students attain their full potential. Information about the Regional Educational Lab program is available at www.ed.gov/prog_info/Labs/
- *The Center for the Improvement of Early Reading Achievement (CIERA)*. CIERA is a national research center funded by the Department of Education. CIERA's mission is to improve the reading achievement of America's children by generating and disseminating theoretical, empirical, and practical solutions to persistent problems in the learning and teaching of beginning reading. CIERA information is at <http://www.ciera.org/>

For examples of programs of reading instruction identified by other organizations, readers may want to consult the following sources, among others:

- Learning First Alliance (1998). *Every Child Reading: An Action Plan*. <http://www.learningfirst.org/>
- The International Reading Association, <http://www.Ira/org> and the National Association for the Education of Young Children, <http://www.naeyc.org/> have prepared a joint position statement on reading: *Overview of Learning to Read and Write: Developmentally Appropriate Practices for Young Children: A joint position of the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC)*, http://www.naeyc.org/about/about_main.htm

5. What is the purpose of the Reading Excellence Act assurance regarding children at risk of referral to special education?

Early literacy intervention for children who are experiencing reading difficulties often can prevent such children from being referred to special education. In their state applications, SEAs must provide an assurance that instruction in reading will be provided to children with reading difficulties who are at risk of being referred to special education (Section 2253(b)(2)(D)). This provision aims to prevent the misidentification of students in need of effective reading instruction. In some cases, children with reading difficulties, due to inadequate instruction and curriculum, have been unnecessarily referred to special education services and identified as having a disability.

6. Are children with reading difficulties who have been identified as students with disabilities under the Individuals with Disabilities Education Act eligible for services under the Reading Excellence Act?

Yes. Students with disabilities are eligible for services under the Reading Excellence Act, and should receive those services to which they are entitled under IDEA. The intent of the special education provision in the Reading Excellence Act is to avoid student misidentification and to provide early literacy intervention to prevent unnecessary referral to special education, not to restrict services to students who are appropriately identified as students with disabilities.

7. How does the Reading Excellence Act serve private school children?

Funds awarded to SEAs and LEAs under the REA are subject to the requirements of Section 14503 of ESEA (Participation by Private School Children and Teachers) and the regulations in 34 C.F.R. 299, Subpart E. The statute and regulations require the grantee and subgrantees to provide private school children and their teachers, or other educational personnel, with program educational services or other benefits on an equitable basis with public school children and teachers.

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

All services or benefits provided under the REA must be secular, neutral, and non-ideological.

The services and benefits provided under the REA must be provided by employees of a public agency or through a contractor that is independent of the private school and any religious organization in the provision of those services and benefits.

Potential grantees and subgrantees must consult with appropriate private school officials during the design and development of the programs under the REA on such issues as how the children's needs will be identified; what services will be offered; how and where the services will be provided; and how the services will be assessed.

8. Can an LEA use subgrant funds to support a school that is already using a research-based reading program?

Yes. Local Reading Improvement (LRI) funds can be used to support eligible schools that start new programs based on scientifically based reading research or to expand or improve reading and professional development activities at a school that is already using such a reading program.

9. What activities must the LEA perform?

In general, the LEA must provide for a variety of activities to advance reform of reading instruction in participating schools, and subgrant funds may be used for all of these activities. Reading instruction activities *must* be based on scientifically based reading research.

Required activities include:

- High quality professional development for the classroom teacher and other instructional staff
- Parent training to help their children with reading
- Training for tutors
- Family literacy services (parent and child interactive activities, early childhood education, adult literacy, and parenting education)
- Kindergarten transition programs
- Tutoring and other reading support services during non-instructional time (after-school, summer, on weekends, etc.)
- Reading instruction to children with reading difficulties who are at risk of being identified as learning disabled
- Curriculum and supportive materials
- Technical assistance

- Promotion of reading and library programs that provide access to engaging reading materials.
- Coordination of local reading, library, and literacy programs and others supported by the Elementary and Secondary Education Act
- Administrative costs

Note: Nothing precludes an LEA from using its own funds or funds from other sources to support the activities of the Local Reading Improvement subgrant project.

10. May a school operating a Title I school-wide program combine LRI funds with other funds in the school-wide program?

Yes. A school-wide program school may combine LRI funds with its other school-wide funds to upgrade the entire instructional program of the school, including the improvement of reading through the use of programs and professional development based on scientifically based reading research. The school must carry out the activities required by the REA, but would not be required to maintain a separate account for use of LRI funds. LRI activities would be part of the school-wide program plan. The LEA must, however, carry out the purposes and intent of the individual programs. The Department has provided guidance on school-wide programs, ‘Implementing School-wide Programs: An Idea Book on Planning,’ October 1998, which is available at http://www.ed.gov/pubs/idea_Planning/

11. How are administrative costs handled?

The LEA may use up to five percent of its subgrant for administrative costs. In addition, under Section 14203 of ESEA, it may consolidate its administrative funds under the REA with other administrative funds received under ESEA “covered programs.”

12. Can the LEA train personnel from other schools or LEAs in the research based reading instruction program being used in participating schools?

Yes, but only on a fee-for-service basis. To pay for these services, non-participating schools or LEAs may use Title I or other appropriate federal funds to the extent consistent with law and may be able to use state, local, or other resources as well.

13. How does the LEA partnership with community-based organization work?

The LEA must, to the extent feasible, form a partnership with one or more community-based organizations (CBOs) to carry out its subgrant activities. The partner CBO or CBOs must have demonstrated effectiveness in early childhood literacy, reading readiness, reading instruction, and reading achievement for both adults and children.

Examples of some CBO organizations that may meet this requirement include family literacy programs, public libraries, Head Start programs, and adult education programs.

Note: One way for the partnership of LEA and CBO(s) to demonstrate that the CBO(s) meets this effectiveness requirement is by providing evaluation or performance measurement data on

services. SEAs may need to provide guidance on what kind of information is needed to meet the legislative requirement.

If the LEA does not propose a partnership with one or more CBOs, it must provide information in its application on why it was not able to do so.

14. How can local Even Start programs and Local Reading Improvement subgrants complement one another?

Local Even Start programs and Local Reading Improvement subgrants can complement one another in a number of ways. A community that has the benefit of Even Start and a Local Reading Improvement subgrant may:

- Expand family literacy services to more families with young children; or
- Coordinate and provide joint professional development so that there is greater continuity between early learning experiences of young children and their families and the reading instruction provided in the elementary grades.
- Technical assistance from experts familiar with reading programs selected by the LEA, or with their implementation
- Professional development for classroom teachers and other instructional staff
- Curriculum and supporting materials, if needed
- Family literacy services
- Kindergarten transition programs or services for students having difficulty with reading skills
- Support programs administered by trained staff for before- or after-school, weekends, non-instructional periods of the school day, or summer
- Coordination of reading, library, and literacy programs to avoid duplication and increase program effectiveness
- Parent, tutor, and early childhood education provider involvement
- Reading instruction for children at risk of being referred to special education or who had been evaluated and were not identified as having a disability
- Promoting reading and library programs that provide access to engaging reading materials
- Parent information on teacher qualification in reading
- Partnership with one or more community-based organizations in implementing the reading programs, if feasible.

State Awards to LEAs for Tutorial Assistance Subgrants

15. What is a Tutorial Assistance Subgrant (TAS)?

The Tutorial Assistance Subgrants fund tutorial assistance in reading to children having difficulty in reading. TAS funds may be used to provide tutoring assistance before or after school, on weekends, or during the summer.

Each SEA may reserve up to 15 percent of its overall grant for this subgrant program, and must award at least one Tutorial Assistance Subgrant, assuming that an eligible LEA applies.

SEAs award Tutorial Assistance Subgrants to LEAs based on a competitive review process. There is no time period specified for the length of the subgrants, but SEAs may set a reasonable project period for the subgrants.

Other important features;

- Eligible LEAs must have schools in empowerment zones, in enterprise communities, in Title I school improvement status, or have the first or second highest poverty numbers or rates among districts in the state. Participating schools must be in an empowerment zone or enterprise community, in Title I school improvement status, or have the first or second highest poverty numbers or rates among schools in the districts. (Section 2256 (a)(1))
- *The LEA must give public notice of the availability of the subgrant funding to possible providers and to parents, within 30 days of receiving the state notice. (Section 2256(a)(2))*

As with the Local Reading Improvement Grants, a key feature is the requirement that the tutoring provided under the TAS must be based on scientifically based reading research and also be consistent with the reading program used by the child's school.

16. Who provides the tutoring services?

- Tutoring providers must include a school-based program as well as at least one independent provider under contract to the LEA.
- The contact provider(s) must be independent, in the provision of these services, of any private school whose children are being served and any religious organization.
- The tutorial assistance providers accepted for this program must have a record of effectiveness in providing tutorial services in reading readiness, reading instruction, or early childhood literacy.

17. Must parents be notified about the availability of TAS tutoring programs?

Yes, parents must receive the following information about choices of services under this program (Section 2256(a)(2)(B)):

- Parents must be notified of the TAS tutoring options available for their children. Each LEA receiving a TAS subgrant must be able to offer parents multiple choices for providers, including a school-based program and at least one non-LEA provider under contract.
- The LEA must develop information for parents of eligible children on their choices for tutorial assistance, including information on the quality and effectiveness of the tutorial assistance offered by each approved provider.

18. How must the LEA use TAS funds?

The LEA must use the funds for a variety of activities to provide tutorial assistance in reading — before school, after school, on weekends, or during the summer — to children having difficulty reading (Section 2256(b)). *The tutoring must be based on scientifically based reading research.* Activities required include, among others:

- Developing provider eligibility criteria
- Offering multiple choices among providers for parents, including at least one school-based program and one contract program
- Developing procedures for:
 - providing initial and additional information to parents on their choices, including recommendations when requested by the parent
 - selecting children for the program, including selecting among children when too many are identified for services. *The selection procedures must include giving priority to children most in need, as determined through assessments, and randomly selecting children equally in need.*
 - a methodology for paying providers through a contract
 - ensuring oversight over the providers
 - providing information to parents on the quality of the programs and on their child's progress
 - ensuring participant confidentiality — the names of children participating in the program (and their parents) any personally identifiable information about any child or parent may not be disclosed without the prior written consent of the parent.

19. Which LEAs are eligible to receive Tutorial Assistance Subgrants?

To be eligible for a Tutorial Assistance Subgrant, the LEA must qualify by one or more of the following criteria:

- i) ***Title I school improvement status.*** At least one school that is identified for school improvement under Section 1116(c) of ESEA must be located in the geographic area served by the LEA.

- (ii) **High poverty numbers.** The LEA must have the largest or second largest number of children who are counted under Section 1124(c) of Title I of ESEA, in comparison to all other LEAs in the state.
- (iii) **High poverty rate.** The LEA must have the highest or second highest school-age child poverty rate, in comparison to all other LEAs in the state.

The term ‘school-age child poverty rate’ means the number of children counted under Section 1124(c) who are living within the geographic boundaries of the local educational agency, expressed as a percentage of the total number of children aged 5-17 years living within the geographic boundaries of the local educational agency.

- iv) **Empowerment zone or enterprise community.** The LEA must have at least one school in the geographic area served by the LEA that (i) is located in an area designated as an empowerment zone under Part I of Subchapter U of Chapter 1 of the Internal Revenue Code of 1986; or (ii) is located in an area designated as an enterprise community under Part I of Subchapter U of Chapter 1 of the Internal Revenue Code of 1986.

20. May an LEA receive both a Local Reading Improvement and a Tutorial Assistance Subgrant?

Yes, an eligible LEA may apply to either or both state competitions for these subgrant programs.

21. How is notification made of the availability of Tutorial Assistance Subgrants?

Both SEAs and LEAs have duties with respect to notification on Tutorial Assistance Subgrants:

- **SEAs.** Prior to receiving applications, the SEA must provide a notice to all its LEAs regarding the availability of the subgrants. (Section 2256(a)(2)(A))
- **LEAs.** Within 30 days of receiving a state’s notice, all LEAs that qualify (see G4 above) must provide public notice to potential tutorial assistance providers and parents in its jurisdiction that the subgrants are available and the LEA could apply to the state under a competitive process for the funds. **LEAs must make this public notification as a condition of receiving Title I funds.** (Section 2256(a)(2)(B))

22. What schools may participate?

Participating schools must be in Title I school improvement status, or be first or second in the LEA with respect to high poverty numbers or rate, or be in an empowerment zone or enterprise community.

Note on poverty rate: With respect to calculating the poverty rate for possible or proposed participant schools, the LEA may use a school’s number of children counted under Section 1124(c) of Title I divided by the total number of children in the school, expressed as a percentage. Alternatively, the LEA may use the Title I children divided by all children in the school’s attendance area. LEAs must use a consistent approach for all schools when calculating school poverty –whether it is based on children in the school or children in attendance areas.

Coordination with Other Programs

23. How does the Reading Excellence Program fit within the broader context of a state's and

The statute strongly encourages state and local education agencies to coordinate Reading Excellence Act activities with existing programs. The Reading Excellence Act requires state educational agencies to build on and promote coordination among literacy programs in the state to increase the effectiveness of the programs in improving reading for adults and children and to avoid duplication of the efforts of the programs.

A local educational agency that receives a Reading Excellence Act subgrant must ensure that REA funds are effectively coordinated and integrated with other funds available for reading instruction in grades K-6, such as those funded by Title I of the Elementary and Secondary Education Act, Adult Education and Family Literacy Act, and Individuals with Disabilities Education Act, as well as any state, regional, or local programs and initiatives.

24. How does the President's Coalition for the America Reads Challenge fit with the Reading Excellence Act?

The President's Coalition for the America Reads Challenge is made up of organizations committed to fulfilling the goals of the America Reads Challenge. Members of the Coalition commit time and resources to building community coalitions for literacy by supporting existing literacy programs and developing new ones where needed, and by recruiting learning partners to work on reading with America's young children from birth through third grade. Coalition members could potentially help schools receiving grants set up the partnerships required under the Reading Excellence Act. Coalition members might also be able to help schools implement tutoring programs and/or set up family literacy services with community partners such as libraries, community-based organizations, companies, and other organizations. For more information and a membership list of the President's Coalition, please visit <http://www.ed.gov/inits/americanreads/coalition.html>, or call (202) 401-8888.

25. How does the REA fit with other federal programs and initiatives that support reading?

A variety of federal programs and initiatives, are designed to provide reading instruction or to support reading. For optimal success, all reading efforts within a school should be coordinated.

School staff may want to begin by conducting a comprehensive assessment of the reading needs of all children in the school (including children with special needs such as limited English proficiency and children with disabilities). The assessment might identify the strengths the children possess, skills that need development, range of activities that will potentially improve the reading performance of the children, and professional development that will equip the school staff to address the needs of the children. The staff can then select the scientifically based reading program that best meets student needs and align professional development activities to support program implementation. Reading instruction should be seamless across grades within the school.

Having determined the appropriate reading strategy or strategies for the children and the professional development required, the school, with the assistance of the LEA, would then identify and coordinate all sources of funds available to support these activities.

26. How should Reading Excellence Programs work with Title I?

Given the criteria for school eligibility under the REA, many schools participating in the REA will be Title I school. Some of these schools will be eligible for REA funds because they are in Title I school improvement status; others will qualify for both Title I and REA because of their level of poverty. (A school or an LEA participating in Title I is identified for Title I improvement if, for two consecutive years, it has not made adequate yearly progress toward meeting the state's student performance standards as defined in the state's plan.)

For participating schools that are in Title I school improvement status, the LEA and school must coordinate Title I school improvement activities with the Local Reading Improvement and/or tutorial Assistance Subgrant activities. This includes coordinating professional development activities, where appropriate, and technical assistance provided to the LEA and school as part of its Title I school improvement status. In addition, the Title I statute requires each Title I program to include strategies to increase parent involvement, such as family literacy services.

Participating schools that receive Title I funds but which are not in school improvement status may also want to coordinate activities, but the exact procedures for doing so may vary depending on whether the school has a school-wide program or is a targeted assistance school.

- A school-wide program school is a Title I school with 50 percent or more of its children from low-income families. It has the flexibility to plan and implement comprehensive strategies for improving the whole school so that every student, especially those at greatest risk of school failure, achieves to high levels of proficiency.

Schools that decide to operate school-wide programs have great latitude to determine how to organize their operations and utilize the multiple funding sources available to them. They do not have to identify particular children as eligible for services or separately tack federal dollars. Instead, school-wide program schools can use all allocated funds to increase the amount and quality of learning time. In this way, they can embrace a high-quality curriculum, according to a comprehensive plan they have developed that ensures that children meet the state's challenging academic standards.

(For examples of how a Title I school-wide program school can meet the intent and purposes of various Federal education programs whose funds may be combined in a school-wide program, see the School-wide Program Notice published on September 21, 1995. (See <http://www.ed.gov/legislation/ESEA/title-fr.html>)

- A targeted assistance school is a Title I school that is ineligible for or has chosen not to operate a school-wide program. The term "targeted assistance" signifies that the services are provided to a select group of children—those identified as failing, or most at risk of failing, to meet the state's challenging content and performance standards—rather than for overall school improvement, as in a school-wide program school.

Like school-wide program schools, the goal of a targeted assistance school is to improve teaching and learning to enable participants to meet the state's challenging state performance standards that all children are expected to master. To accomplish this goal, a targeted assistance program must be based on effective means for improving achievement of participants; use effective instructional strategies that give priority to extended time; provide accelerated, high quality curricula; minimize removing children from the regular classroom during regular school hours; coordinate with and support the regular educational program; provide instruction by highly qualified and trained professional staff; and implement strategies to increase parental involvement.

27. How will the Reading Excellence Program coordinate with a Title I School Improvement Plan?

Each school identified for Title I school improvement, in consultation with parents, the local educational agency, and the school support team:

- develops or revises a school plan in ways that have the greatest likelihood of improving performance of participating children in meeting the state's student performance standards;
- submits the plan or revised plan to the local educational agency for approval;
- improves the skills of its staff by providing effective professional development activities, devoting to such activities (over two consecutive years) at least 10 percent of the Title I funds received or otherwise demonstrating that the school is carrying out effective professional development activities; and
- receives technical assistance from the local educational agency or its designee as the school develops and implements its plan.

The proposed Reading Excellence Program activities should be coordinated and integrated with the school's improvement plan.

28. How will the REA work with the Comprehensive School Reform Demonstration (CSRDP) program?

The Comprehensive School Reform Demonstration (CSRDP) program, new in 1998, will help raise student achievement by assisting public schools across the country to implement effective, comprehensive school reforms that are based on reliable research and effective practices, and that include an emphasis on basic academics and parental involvement. The CSRDP is designed to build upon and leverage ongoing efforts to connect higher standards with school improvement at the state and local level through Title I and other major reform initiatives. The CSRDP is intended to foster coherent school-wide improvements that cover virtually all aspects of a school's operations –including reading programs –rather than piecemeal, fragmented approaches to reform. Because of this, schools that receive funds under both the CSRDP and the REA will need to ensure that efforts under the two programs are complementary.

29. Are family literacy activities conducted under the Reading Excellence Act the same as those conducted under the Even Start Family Literacy and Adult Education programs?

The same definition of “family literacy services” applies to programs funded under the Reading Excellence Act, the Even Start Family Literacy program (Title I, Part B), and the Adult Education and Family Literacy Act. That definition has the following four general components: (1) parent and child together (PACT) literacy activities; (2) parenting education; (3) adult literacy training; and (4) age-appropriate child education.

A local education agency receiving a Local Reading Improvement subgrant may choose to carry out the required “family literacy services” based on a program following the Even Start model, or use another family literacy program model. In addition to the four family literacy service components, Even Start programs must serve low income families with children from birth through age seven who are among those most in need of family literacy services in the community. Even Start programs must also provide some instructional services in the home.

Reading Excellence Act

Competitive Grant Program

Local Reading Improvement Grant

Application Packet

Kansas State Department of Education
120 SE 10th Avenue
Topeka, KS 66612-1182

**Reading Excellence Act Program
Grant Proposal
Local Reading Improvement Grant**

Part I - Program Overview

- 20 pts. 1. Please provide a one-page description of the proposed grant program which include the following:
- The specific population of students and staff who will participate in the program.
 - A description of the scientifically-based Reading research program to be implemented.
 - A timeline for the implementation of the program and other major program activities.

Part II - Program Information

Needs Assessment

- 40 pts. 2. Provide information for each school selected to participate in the Reading Program. Provide data on results of State assessments, number/percent of students not meeting state/local indicators, local assessment results, and other data regarding the reading performance of students in each school selected.

Instructional Component

- 20 pts. 3. Describe how the local educational agency will work with schools eligible to receive assistance under this program, to select one or more programs of reading instruction developed using scientifically based reading research, to improve reading instruction by all academic teachers, for all children in each of the schools selected under this program and, where appropriate, for their parents.
- 15 pts. 4. (a) Describe how the local educational agency will:
provide instruction in reading to children with reading difficulties who —
-- are at risk of being referred to special education based on these difficulties; or
-- have been evaluated under Section 614 of the Individuals with Disabilities Education Act but, in accordance with section 614(b)(5) of such Act, have not been identified as being a child with a disability (as defined in Section 602 of such Act);
- (b) promote reading and library programs that provide access to engaging reading material; and
- (c) coordinate the grant activities and the strategies outlined in the school improvement plan.

means the application of rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties; and

“(B) shall include research that —

“(i) employs systematic, empirical methods that draw an observation or experiment;

“(ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

“(iii) relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and

“(iv) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Professional Development

- 100 pts. 7. Describe the professional development activities for classroom teachers and other instructional staff on the teaching of reading based on scientifically-based reading research. Explain how this professional development will be high-quality and on-going results-based professional development that will result in continuous improvement of the instructional staff. Include a timeline of the professional development activities that will take place and the qualifications of the individuals who will provide those continuous services.

Coordination

- 40 pts. 8. (a) Describe how the applicant will ensure that funds available under this part, and funds available for reading instruction for kindergarten through grade 6 from other appropriate sources, are effectively coordinated, and, where appropriate, integrated with funds under this Action in order to improve existing activities in the areas of reading instruction, professional development, program improvement,

parental involvement, technical assistance, and other activities that can help meet the purposes of this part.

- (b) Describe how and with whom the LEA will form a partnership with one or more community-based organizations of demonstrated effectiveness in early childhood literacy, and reading readiness, reading instruction, and reading achievement for both adults and children, such as a Head Start program, family literacy program, public library, or adult education program, to carry out the functions of this program.
- (c) Describe how the applicant will enter into an agreement with a person or entity responsible for the development of each program or a person with experience or expertise about the program and its implementation, under which the person or entity agrees to work with the local educational agency and the schools in connection with such implementation and improvement efforts.

The following are required activities that the local applicant must provide to support the Reading Excellence Act Program. However, these activities may be provided with other funds or resources as provided by the grant.

40 pts. 9. Describe how the applicant:

- (a) will carry out professional development for the classroom teacher and other instructional staff on the teaching of reading based on scientifically based reading research;
- (b) will provide family literacy services based on programs such as the Even Start family literacy model authorized under Part B of Title I, to enable parents to be their child's first and most important teacher;
- (c) will carry out programs to assist those kindergarten students who are not ready for the transition to first grade, particularly students experiencing difficulty with reading skills; and
- (d) will use supervised individuals (including tutors), who have been appropriately trained using scientifically based reading research, to provide additional support, before school, after school, on weekends, during non-instructional periods of the school day, or during the summer, for children preparing to enter kindergarten and students in kindergarten through grade 3 who are experiencing difficulty reading.

Accountability/Evaluation/Impact

100 pts. 10. The State Department of Education places a priority on schools that set high expectations on increasing student performance as a result of receiving grant funds. Applicants are expected to establish a fast pace movement of the schools and students toward the "Standard of Excellence."

Describe the expected impact of the program, such as:

- School(s) and students achievement goals.
- Student growth based on the optional performance assessment.
- Replicating the Second Grade Diagnostic Test at the third grade, for example: using running records for determining impact at third grade.
- Norm Reference Test results.
- Overall percent of growth based on state assessments.
- Expected growth on other locally developed indicators.
- Describe evaluation criteria used to demonstrate program effectiveness.

Private School Participation

- 20 pts. 11. Describe how the LEA will consult with appropriate private school officials during the design and development of the programs under the REA on such issues as how the children's needs will be identified; what services will be offered; how and where the services will be provided; and how the services will be assessed. Also, describe how the district will ensure that the expenditures are equitable and the services are secular, neutral, and non-ideological.

15 pts. 12. Budget

Provide a written explanation of each proposed expenditure.

Use Whole Dollars	Reading Excellence Act - Year 1	Reading Excellence Act - Year 2
1000 INSTRUCTION		
100 Personnel Services Salaries		
200 Employee Benefit		
300 Purchased Professional and Technical Services		
400 Purchased Property		
500 Other Purchased Services		
600 Supplies & Materials		
700 Property		
2000 SUPPORT SERVICES		
2100 Student Services Students		
2300 SUPPORT SERVICES GENERAL ADMINISTRATION		
2323 STATE & FEDERAL RELATIONS SERVICES		
100 Personnel Services - Salary		
200 Employee Benefit		
2700 STUDENT TRANSPORTATION SERVICES		
2720 Vehicle Operations Services		
3000 OPERATION OF NON-INSTRUCTION SERVICES		
3100 Food Service Operations		
3400 Student Activities		
TOTAL		

Total Years 1 and 2

Rubric

Local Reading Improvement Grant

Part I - Program Overview

20 pts. 1. Please provide a one-page description of the proposed grant program which include the following:

- The specific population of students and staff who will participate in the program.
- A description of the scientifically-based Reading research program to be implemented.
- A timeline for the implementation of the program and other major program activities.

Scoring Rubric:

Marginal (0-6 pts.)	Somewhat Rigorous (7-13 pts.)	Most Rigorous (14-20 pts.)
<p>The abstract is not clear in:</p> <ul style="list-style-type: none"> • describing the population to be served and the staff who will participate. • describing the scientifically-based Reading research program. • providing the timeline for implementation of the program and program activities to take place. 	<p>The abstract indicates:</p> <ul style="list-style-type: none"> • the population to be served and vaguely describe the students and staff who will participate. • a general description of the scientifically-based Reading research program. • a vague timeline for implementation of the program and program activities to take place. 	<p>The abstract:</p> <ul style="list-style-type: none"> • clearly describes the population to be served and clearly describes how the staff will participate. • clearly and concisely describes the scientifically-based Reading research program to be used. • provide a detailed timeline for implementation of the program and the activities to take place.

Points Awarded _____

Comments

Part II - Program Information

Needs Assessment

40 pts. 2. Provide information for each school selected to participate in the reading program. Provide data on results of State assessments, number/percent of students not meeting state/local indicators, local assessment results, and other data regarding the reading performance of students in each school selected.

Scoring Rubric:

Marginal (0-10 pts.)	Somewhat Rigorous (11-26 pts.)	Most Rigorous (27-40 pts.)
<p>The proposal’s description:</p> <ul style="list-style-type: none"> • does not justify the need for this grant. • is vague about the needs to be addressed. • has few sources of data. • has no summary of data. • has little indication of who was involved in the process of determining needs. • does not provide data for each school. 	<p>The proposal’s description:</p> <ul style="list-style-type: none"> • is weak in justifying the need for this grant. • describes the needs to be addressed. • has limited sources of data. • is not clear in summarizing the data. • has only a few who were involved in the process of determining needs. • does not provide consistent data on all schools selected to participate. 	<p>The proposal’s description:</p> <ul style="list-style-type: none"> • is strong in justifying the need for this grant. • is clear about the needs to be addressed. • has multiple sources of data. • has a concise summary of the data. • shows the involvement of multiple staff. • provides data for each school selected to participate.

Points Awarded _____

Comments

Instructional Component

20 pts. 3. Describe the technical assistance and other support that district personnel will provide to eligible schools. Technical assistance should be provided to assist in the selection of one or more programs of reading instruction programs using scientifically-based reading research. Also, describe the district support for the professional development activities for all teachers and where appropriate, parents of participating children.

Scoring Rubric:

Marginal (0-6 pts.)	Somewhat Rigorous (7-13 pts.)	Most Rigorous (14-20 pts.)
<ul style="list-style-type: none"> • It is unclear what district personnel were involved in the grant application process, if any. • It is unclear if the district will provide technical assistance to the school implementing an REA grant. • It is unclear if the district will provide professional development to the school implementing an REA grant. • It is unclear if the district will provide support to the school implementing an REA grant. 	<ul style="list-style-type: none"> • District personnel were involved in the grant application process, but to what extent is uncertain. • There is limited information in the description of how the district will provide technical assistance to the school implementing an REA grant. • There is limited information in the description as to how the district will provide professional development to the school implementing an REA grant. • There is limited information in the description as to how the district will provide support to the school implementing an REA grant. 	<ul style="list-style-type: none"> • District personnel were involved in the grant application process and their roles are clearly specified. • There is a specific description detailing how the district will provide technical assistance to the school implementing an REA grant. • There is a specific description detailing how the district will provide professional development to the school implementing an REA grant. • There is a specific description detailing how the district will provide support to the school implementing an REA grant.

Points Awarded _____

Comments

- 15 pts. 4. (a) Describe how the local educational agency will:
 provide instruction in reading to children with reading difficulties who —
 -- are at risk of being referred to special education based on these difficulties; or
 -- have been evaluated under Section 614 of the Individuals with Disabilities
 Education Act but, in accordance with section 614(b)(5) of such Act, have not
 been identified as being a child with a disability (as defined in Section 602 of
 such Act);
- (b) promote reading and library programs that provide access to engaging reading
 material; and
- (c) coordinate the grant activities and strategies as outlined in the school improvement
 plans.

Scoring Rubric:

Marginal (0-4 pts.)	Somewhat Rigorous (5-9 pts.)	Most Rigorous (10-15 pts.)
<ul style="list-style-type: none"> The proposal does not describe how the scientifically-based reading research program will be used to improve the achievement of students with reading difficulties. Does not describe the involvement of library programs in providing engaging reading material to support the program. 	<ul style="list-style-type: none"> The proposal provides limited information on how scientifically-based reading research program will be used to improve the achievement of students with reading difficulties. The proposal vaguely describes the involvement of library program in providing engaging reading material to support the program. 	<ul style="list-style-type: none"> The proposal clearly describes how scientifically-based reading research program will be used to improve the achievement of students with reading difficulties. The proposal clearly describes the involvement of library programs in providing engaging reading material to support the program.

Points Awarded _____

Comments

20 pts. 5. Describe how parents, tutors, and early childhood education providers will be assisted by, and participate in, literacy-related activities receiving financial assistance under this part to enhance children’s reading instruction.

Scoring Rubric:

Marginal (0-6 pts.)	Somewhat Rigorous (7-13 pts.)	Most Rigorous (14-20 pts.)
<ul style="list-style-type: none"> • There is no description of how parents, tutors, and early childhood education providers will be assisted and participate in literacy-related activities. • The involvement of parents, tutors, and early childhood education providers in literacy-related activities to enhance children’s reading instruction is not meaningful. 	<ul style="list-style-type: none"> • There is a vague description of how parents, tutors, and early childhood education providers will be assisted and participate in literacy-related activities. • The involvement of parents, tutors, and early childhood education providers in literacy-related activities to enhance children’s reading instruction is somewhat limited. 	<ul style="list-style-type: none"> • There is a clear description of how parents, tutors, and early childhood education providers will be assisted and participate in the literacy-related activities • The involvement of parents, tutors, and early childhood education providers in literacy-related activities to enhance children’s reading instruction is meaningful and comprehensive.

Points Awarded _____

Comments

Scientifically-Based Program

100 pts. 6. Describe how the Reading Program proposed to be implemented meets all of the following criteria:

‘SCIENTIFICALLY BASED READING RESEARCH. –The term ‘scientifically based reading research’ —

“(A) means the application of rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties; and

“(B) shall include research that —

“(i) employs systematic, empirical methods that draw an observation or experiment;

“(ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

“(iii) relies on measurements or observational methods that provide valid data across evaluators and observers, and across multiple measurements and observations;

and

“(iv) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Scoring Rubric:

Marginal (0-20 pts.)	Somewhat Rigorous (21-50 pts.)	Most Rigorous (51-100 pts.)
<ul style="list-style-type: none"> • The program does not explain the theory behind the program. The program does not build in current research on effective reading practice, including research on the effectiveness of specific instruction in phonemic awareness, phonics, fluency, and comprehension 	<ul style="list-style-type: none"> • The program is based on a review of literature, however, that review is limited and not extensive. 	<ul style="list-style-type: none"> • The program has a strong theoretical base and is based on findings from research.

Scoring Rubric: (continued)

Marginal (0-20 pts.)	Somewhat Rigorous (21-50 pts.)	Most Rigorous (51-100 pts.)
<ul style="list-style-type: none"> • The only measures of student reading ability are observations by the project staff who developed the program. Anecdotal descriptions of student improvement are not adequate data. • The program itself would not meet the definition of scientifically-based research provided in the LEA; there are no data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; the conclusions do not include multiple measurements and evaluators; and the results have not been reviewed and approved by a panel of independent experts. • The program has been in place for only one year and only in one school. No information is provided on project costs, although they appear to be minimal. • The program has been implemented in only one school. 	<ul style="list-style-type: none"> • This program is reassessing student reading skills by a combination of structured teacher observations and a reading test, over two years. Data analyses consist mainly of longitudinal measurements, with no information provided on whether the student population changed over time, what proportion of the students were tested, and whether different categories of students (i.e., both boys and girls) benefited from the program. • Results are available for only one school, and there has been no independent evaluation of the program standards. • No information is provided to show how the program staff ruled out alternative explanations for the changes observed. • The project staff conducted all evaluations, however, none were reviewed and approved by a panel of independent experts. • The program has been in place for one year. • The program has been implemented in three other schools with similar findings. 	<ul style="list-style-type: none"> • The program has been evaluated using both test scores and structured observations of student behaviors. Evaluation data were available for multiple years, with students followed for between two and five years. Results were educationally significant. • The program has been running for over five years in the original school and up to four years in other schools. Information is provided on teacher training activities and on-going “additional” teacher activities, but no cost estimates are given. Some information is provided on the demographic characteristics of the students in the study schools. • The program has been successfully implemented in a variety of schools, with gains similar to those in the original site.

Points Awarded _____

Comments

Professional Development

100 pts. 7. Describe the professional development activities for classroom teachers and other instructional staff on the teaching of reading based on scientifically-based reading research, including tutorial staff. Explain how this professional development will be high-quality and on-going results-based professional development that will result in continuous improvement of the instructional staff. Include a timeline of the professional development activities that will take place and the qualifications of the individuals who will provide those continuous services.

Scoring Rubric:

Marginal (0-20 pts.)	Somewhat Rigorous (21-50 pts.)	Most Rigorous (51-100 pts.)
<ul style="list-style-type: none"> The description of the professional development activities is incomplete. There is no alignment with the professional development activities and the scientifically-based reading research. The professional development activities are not continuous and total below 40 hours. There is no evidence presented that any method will be used to measure changes in teacher effectiveness. The professional development activities are not results-based. Qualified individuals were not identified to deliver professional development activities. No timeline is included for professional development. 	<ul style="list-style-type: none"> The description of the professional development activities is not specific. There is some alignment with the professional development activities and the scientifically-based reading research. Professional development activities are continuous but not frequent and total between 40-50 hours. Little evidence was presented that changes in teacher effectiveness will be measured. It is difficult to determine if the professional development activities are results-based. Qualified individuals were not always used to deliver professional development activities. A timeline for professional development was included but it is not detailed. 	<ul style="list-style-type: none"> The description of the professional development activities is specific. The professional development activities are consistent with the scientifically-based reading research. Professional development activities are continuous and on-going and total to more than 50 hours. The use of multiple measures will be used to measure changes in teacher effectiveness. The professional development activities are results-based. The use of qualified individuals is always used to deliver professional development. A detailed timeline for professional development activities is included.

* Definition of “qualified”= must follow “expert” definition but has completed specified training in reading and is qualified to teach reading instruction.

Professional Development (continued)

Comments	Points Awarded _____
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40 pts. 8. Coordination

- (a) Describe how the applicant will ensure that funds available under this part, and funds available for reading instruction for kindergarten through grade 6 from other appropriate sources, are effectively coordinated, and, where appropriate, integrated with funds under this Act in order to improve existing activities in the areas of reading instruction, professional development, program improvement, parental involvement, technical assistance, and other activities that can help meet the purposes of this part.
- (b) Describe how and with whom the LEA will form a partnership with one or more community-based organizations of demonstrated effectiveness in early childhood literacy, and reading readiness, reading instruction, and reading achievement for both adults and children, such as a Head Start program, family literacy program, public library, or adult education program, to carry out the functions of this program.
- (c) Describe how the applicant will enter into an agreement with a person or entity responsible for the development of each program or a person with experience or expertise about the program and its implementation, under which the person or entity agrees to work with the local educational agency and the schools in connection with such implementation and improvement efforts.

Scoring Rubric:

Marginal (0-9 pts.)	Somewhat Rigorous (10-24 pts.)	Most Rigorous (25-40 pts.)
<ul style="list-style-type: none"> • The proposal is not clear on how and what other federal, state, and local reading initiatives the REA grant resources will be coordinated with to help meet the purpose of the REA grant. • The proposal is not clear on which community-based organizations will be partners and what role they will play in implementation. 	<ul style="list-style-type: none"> • The proposal mentions the other programs for coordination but does not describe the extent and role of the other programs in the coordination effort. • The proposal demonstrates limited partnership with community-based organizations and briefly describes their roles. 	<ul style="list-style-type: none"> • The proposal lists all the reading initiatives in the schools and provides details on the role of each program and how the instructional strategies are aligned and other program elements are blended to support the REA grant. • The proposal lists multiple community-based partnerships and clearly defines their roles/support provided to assist in carrying out the REA grant.

Scoring Rubric: (continued)

Marginal (0-9 pts.)	Somewhat Rigorous (10-24 pts.)	Most Rigorous (25-40 pts.)
<ul style="list-style-type: none">The proposal is not clear on an individual or entity who will work with the LEA and schools to implement the grant and does not describe the experience of the contractor.	<ul style="list-style-type: none">The proposal identifies the individual or entity with whom the applicant will work with to ensure implementation and improvement efforts are being carried out as proposed.	<ul style="list-style-type: none">The proposal clearly describes the experience of the individual or entity responsible for the development, implementation, and improvement efforts and their role and to whom they report.

Points Awarded _____

Comments

Other Subgrant Activities

40 pts. 9. Describe how the applicant:

- (a) will carry out professional development for the classroom teacher and other instructional staff on the teaching of reading based on scientifically based reading research;
- (b) will provide family literacy services based on programs such as the Even Start family literacy model authorized under Part B of Title I, to enable parents to be their child's first and most important teacher;
- (c) will carry out programs to assist those kindergarten students who are not ready for the transition to first grade, particularly students experiencing difficulty with reading skills; and
- (d) will use supervised individuals (including tutors), who have been appropriately trained using scientifically-based reading research, to provide additional support, before school, after school, on weekends, during non-instructional periods of the school day, or during the summer, for children preparing to enter kindergarten and students in kindergarten through grade 3 who are experiencing difficulty reading.

Scoring Rubric:

Marginal (0-9 pts.)	Somewhat Rigorous (10-24 pts.)	Most Rigorous (25-40 pts.)
<p>The proposal provides:</p> <ul style="list-style-type: none"> • Little information on how professional development for the classroom teacher and other staff on the teaching of reading based on a scientifically-based reading research will take place. • Little information on how family literacy services will be provided. • Little information on how programs will assist kindergarten students who are not ready for transition to first grade. • Little information on how tutors will be used to provide additional support for students who are experiencing difficulty in reading. 	<p>The proposal provides:</p> <ul style="list-style-type: none"> • A vague description of the professional development activities for the staff on teaching of reading based on scientifically-based reading research. • A vague description of the family literacy services to be offered is provided. • A limited description of how the program will assist kindergarten students who are not ready for transition to first grade. • A limited description of how tutors will be used to provide additional support for students who are experiencing difficulty in reading. 	<p>The proposal provides:</p> <ul style="list-style-type: none"> • A detailed description of the professional development activities to support staff on teaching of reading based on scientifically-based reading research. • A clear description of the family literacy services that will be offered to families is provided. • A detailed description of who will provide the family literacy services offered to families. • A clear and concise description of how kindergarten students who are not ready for transition to first grade will be assisted.

Scoring Rubric: (continued)

Marginal (0-9 pts.)	Somewhat Rigorous (10-24 pts.)	Most Rigorous (25-40 pts.)
		<ul style="list-style-type: none"> • A clear description of how tutors will be trained to offer support to students experiencing difficulty in reading in kindergarten through grade 3. • A detailed description of how tutors will provide additional support to students before school, after school, on weekends, during non-instructional periods of the school day, or during the summer for students preparing to enter kindergarten and students in kindergarten through grade 3 who are experiencing difficulty in reading.

Points Awarded _____

Comments

100 pts. 10. Accountability/Evaluation/Impact

The State Department of Education places a priority on schools that set high expectations on increasing student performance as a result of receiving grant funds. Applicants are expected to establish a fast pace movement of the schools and students toward the “Standard of Excellence.”

Describe the expected impact of the program, such as:

- Schools and students achievement goals.
- Overall percent of growth based on state assessments.
- Expected growth on other locally developed indicators.
- Describe evaluation criteria used to demonstrate program effectiveness.

Scoring Rubric:

Marginal (0-20 pts.)	Somewhat Rigorous (21-50 pts.)	Most Rigorous (51-100 pts.)
<ul style="list-style-type: none"> • The proposal provides limited performance standards and criteria on the achievement results expected. • The proposal does not establish achievement goals for schools and students. • The proposal does not describe local indicators other than state assessment. 	<ul style="list-style-type: none"> • The proposal establishes overall minimum achievement expectations. • The proposal provides impact data on students but not schools. • The proposal establishes minimum percentages of students moving upward from one performance level to another. • Locally developed indicators are weak and easily achieved. 	<ul style="list-style-type: none"> • The proposal establishes high achievement expectations for both students and schools. • The proposal demonstrates that a high percentage of students will move to higher standings based on state and/or local performance indicators. • The proposal outlines three or more local indicators to support the program impact and benchmark are set at a high level.

Scoring Rubric: (continued)

Marginal (0-20 pts.)	Somewhat Rigorous (21-50 pts.)	Most Rigorous (51-100 pts.)
<ul style="list-style-type: none">• The proposal does not describe the evaluation criteria and timelines to determine effectiveness.	<ul style="list-style-type: none">• The evaluation criteria described is minimal, but not comprehensive.	<ul style="list-style-type: none">• The evaluation criteria is clearly defined, appropriate for measuring impact, and will provide a comprehensive view of the overall effectiveness of the program.

Points Awarded _____

Comments

20 pts. 11. Private School Participation

Funds awarded to SEAs and LEAs under the REA are subject to the requirements of Section 14503 of ESEA (Participation by Private School Children and Teachers) and the regulations in 34 C.F.R. 299, Subpart E. The statute and regulations require the grantee and subgrantees to provide private school children and their teachers, or other educational personnel, with program educational services or other benefits on an equitable basis with public school children and teachers.

Scoring Rubric:

Marginal (0-6 pts.)	Somewhat Rigorous (7-13 pts.)	Most Rigorous (14-20 pts.)
<ul style="list-style-type: none"> • The proposal does not list expenditures for services to private school children and their teachers. • The proposal does not describe who will provide the services or where they will be provided. • There is no evidence that private school officials were consulted on the design and development of the programs under REA. 	<ul style="list-style-type: none"> • The proposed expenditures for private school children and their teachers is not equitable. • The proposal does not provide enough information to determine who will provide the services or where they will take place. • The information provided is not clear if private school officials were consulted in the design and development of the programs under REA. 	<ul style="list-style-type: none"> • The proposal offers a detailed list of expenditures for services to private school children and their teachers. • The proposal provides a detailed list of who will provide the services and where they will be provided. • There is detailed information on private school officials involvement in the design and development of the program under REA.

Points Awarded _____

Comments

15 pts. 12. Budget Form

Complete the enclosed budget form by indicating the amount of funds requested in each category as well as the total.

Scoring Rubric:

Marginal (0-4 pts.)	Somewhat Rigorous (5-9 pts.)	Most Rigorous (10-15 pts.)
<p>The budget explanation:</p> <ul style="list-style-type: none"> • shows little correlation between the expenditures and the proposed program • is vague as to how funds will be spent • contains no explanation regarding the expenditures 	<p>The budget explanation:</p> <ul style="list-style-type: none"> • Shows a light correlation between the expenditures and the proposed program • states how funds will be spent • is vague in explaining the exact expenditures of funds 	<p>The budget explanation:</p> <ul style="list-style-type: none"> • shows a direct correlation between the expenditures and the proposed program • clearly states how funds will be spent • contains a clear explanation on each expenditure and the expenditures are appropriate to carry out the program

Points Awarded _____

Comments

TUTORIAL ASSISTANCE SUBGRANT

Program Overview

- (20 pts.) 1. Please provide a one-page description of the proposed grant program which include the following:
- The specific population of students who will participate in the program.
 - A description of the scientifically-based reading research program to be implemented with the reading instruction materials and content used by the school.
 - A timeline for the implementation of the program and other major program activities.

Program Information

Needs Assessment

- (40 pts.) 2. Provide information for each school selected to participate in the reading program. Provide data on results of State assessments, number/percent of students not meeting state/local indicators, local assessment results, and other data regarding the reading performance of students in each school selected.

Instructional Component

- (20 pts.) 3. Describe the procedures the LEA will use for selecting children to receive tutorial assistance, to be used in cases where insufficient funds are available to provide assistance with respect to all children identified having difficulty reading, including difficulty mastering phonemic awareness, systematic phonics, fluency, and reading comprehension.
- (20 pts.) 4. Describe how the tutorial assistance program will meet the provision requiring tutorial assistance in reading, before school, after school, on weekends, or during the summer, to children who have difficulty reading, using instructional practices based on scientifically based reading research.
- (20 pts.) 5. Describe the procedures the LEA will use to inform parents of an eligible child regarding such parents' choices for tutorial assistance for the child.

Scientifically-Based Program

- (100 pts.) 6. Describe the procedures the LEA will use to notify parents of a child eligible to receive tutorial assistance of multiple choices among tutorial assistance providers and tutorial assistance programs. Such choices shall include a school-based program and at least one tutorial assistance program operated by a provider pursuant to a contract with the local educational agency. Also describe the procedure the LEA will use for considering children for tutorial assistance who are identified to participate and for whom no parent has selected a tutorial assistance provider or program.

Selection of Provider

(60 pts.) 7. Describe the LEA procedures for the creation and implementation of objective criteria to determine the eligibility of tutorial assistance providers and tutorial assistance programs. Such criteria shall include the following:

- (a) a record of effectiveness with respect to reading readiness, reading instruction for children in kindergarten through 3rd grade, and early childhood literacy;
- (b) location in a geographic area convenient to the school or schools attended by the children who will be receiving tutorial assistance; and
- (c) the ability to provide tutoring in reading to children who have difficulty reading, using instructional practices based on scientifically based reading research and consistent with the reading instructional methods and content used by the school the child attends.

(20 pts.) 8. Describe how the LEA:

- (a) will ensure oversight of the quality and effectiveness of the tutorial assistance provided by each tutorial assistance provider that is selected for funding;
- (b) will provide for the termination of contracts with ineffective and unsuccessful tutorial assistance providers (as determined by the local educational agency based upon the performance of the provider with respect to the goals and timetables contained in the contract between the agency and the provider); and
- (c) will provide to each parent of a participating child who requests such information for the purpose of selecting a tutorial assistance provider for the child, in a comprehensive format, information with respect to the quality and effectiveness of the tutorial assistance.

Accountability/Evaluation/Impact

(100 pts) 9. The State Department of Education places a priority on schools that set high expectations on increasing student performance as a result of receiving grant funds. Applicants are expected to establish a fast pace movement of the schools and students toward the “Standard of Excellence.”

Describe the expected impact of the program, such as:

- Schools and students achievement goals.
- Percent of students expected to move to higher performance levels.
- Overall percent of growth based on state assessments.
- Expected growth on other locally developed indicators.

- Describe evaluation criteria used to demonstrate program effectiveness.

(15 pts.) 10. Describe how the LEA will provide public notice of the availability of the subgrant funding to all possible providers and to parents, within 30 days of receiving the State notice that your district is eligible to apply for a Tutorial Assistance Subgrant.

(15 pts.) 11. Complete the enclosed budget form by indicating the amount of funds requested in each category as well as the total.

15 pts. Budget

Provide a written explanation of each proposed expenditure.

Use Whole Dollars	Reading Excellence Act - Year 1	Reading Excellence Act - Year 2
1000 INSTRUCTION		
100 Personnel Services Salaries		
200 Employee Benefit		
300 Purchased Professional and Technical Services		
400 Purchased Property		
500 Other Purchased Services		
600 Supplies & Materials		
700 Property		
2000 SUPPORT SERVICES		
2100 Student Services Students		
2300 SUPPORT SERVICES GENERAL ADMINISTRATION		
2323 STATE & FEDERAL RELATIONS SERVICES		
100 Personnel Services - Salary		
200 Employee Benefit		
2700 STUDENT TRANSPORTATION SERVICES		
2720 Vehicle Operations Services		
3000 OPERATION OF NON-INSTRUCTION SERVICES		
3100 Food Service Operations		
3400 Student Activities		
TOTAL		

Total Years 1 and 2

Rubric
Tutorial Assistance Subgrant

Part I - Program Overview

20 pts. 1. Please provide a one-page description of the proposed grant program which include the following:

- The specific population of students who will participate in the program.
- A description of the scientifically-based reading research program consistent with the reading instruction materials and content used by the school.
- A timeline for the implementation of the program and other major program activities.

Scoring Rubric:

Marginal (0-6 pts.)	Somewhat Rigorous (7-12 pts.)	Most Rigorous (14-20 pts.)
<p>The abstract is not clear in:</p> <ul style="list-style-type: none"> • describing the population to be served who will participate. • describing the scientifically-based reading research program. • providing the timeline for implementation of the program and program activities to take place. 	<p>The abstract indicates:</p> <ul style="list-style-type: none"> • the population to be served and vaguely describe the students who will participate. • a general description of the scientifically-based reading research program. • a vague timeline for implementation of the program and program activities to take place. 	<p>The abstract:</p> <ul style="list-style-type: none"> • clearly describes the population to be served and clearly describe how they will participate. • clearly and concisely describe the scientifically-based reading research program to be used. • provide a detailed timeline for implementation of the program and the activities to take place.

Points Awarded _____

Comments

Part II - Program Information

Needs Assessment

40 pts. 2. Provide information for each school selected to participate in the reading program. Provide data on results of State assessments, number/percent of students not meeting state/local indicators, local assessment results, and other data regarding the reading performance of students in each school selected.

Scoring Rubric:

Marginal (0-10 pts.)	Somewhat Rigorous (11-26 pts.)	Most Rigorous (27-40 pts.)
<p>The proposal’s description:</p> <ul style="list-style-type: none"> • does not justify the need for this grant. • is vague about the needs to be addressed. • has few sources of data. • has no summary of data. • has little indication of who was involved in the process of determining needs. • data is not provided for each school. 	<p>The proposal’s description:</p> <ul style="list-style-type: none"> • is weak in justifying the need for this grant. • describes the needs to be addressed. • has limited sources of data. • is not clear in summarizing the data. • has limited staff who were involved in the process of determining needs. • data is not consistent on all schools selected to participate. 	<p>The proposal’s description:</p> <ul style="list-style-type: none"> • is strong in justifying the need for this grant. • is clear about the needs to be addressed. • has multiple sources of data. • has a concise summary of the data. • shows the involvement of multiple staff. • data is provided for each school selected to participate.

Points Awarded _____

Comments

Instructional Component

20 pts. 3. Describe the procedures the LEA will use for selecting children to receive tutorial assistance to be used in cases where insufficient funds are available to provide assistance with respect to all children identified having difficulty reading, including difficulty meeting phonemic awareness, systematic phonics, fluency and reading comprehension.

Scoring Rubric:

Marginal (0-6 pts.)	Somewhat Rigorous (7-13 pts.)	Most Rigorous (14-20 pts.)
<ul style="list-style-type: none"> • The process of selecting children to receive tutorial assistance was not provided. • The proposal does not describe how the tutorial assistance will be available to all children. 	<ul style="list-style-type: none"> • There is limited information on how children will be selected for tutorial assistance but it could not be determined if children in greatest need will be served. 	<ul style="list-style-type: none"> • There is a specific procedure outlined to select students to receive tutorial assistance. The proposal clearly describes how tutorial assistance will be available to all children who are having difficulty reading, difficulty meeting phonemic awareness, systematic phonics, fluency and reading comprehension

Points Awarded _____

Comments

- 20 pts. 4. Describe how the tutorial assistance program will meet the provision requiring tutorial assistance in reading before school, after school, on weekends, or during the summer to children who have difficulty reading, using instructional practices based on scientifically based reading research.

Scoring Rubric:

Marginal (0-6 pts.)	Somewhat Rigorous (7-13 pts.)	Most Rigorous (14-20 pts.)
<ul style="list-style-type: none"> • The proposal does not outline the extent that tutorial services will be provided. • The proposal does not offer a range of services for students to access tutorial. 	<ul style="list-style-type: none"> • Some information is provided but it is not clear on how much tutorial services will be offered. • The proposal provides limited choice of times to access tutorial assistance. 	<ul style="list-style-type: none"> • The proposal clearly states when tutorial services will be provided, before school, after school, weekends or during the summer. • The proposal offers a variety of times to access tutorial assistance services.

Points Awarded _____

Comments

20 pts. 5. Describe the procedures the LEA will use to inform parents of an eligible child regarding such parents choice for tutorial assistance for the child.

Scoring Rubric:

Marginal (0-6 pts.)	Somewhat Rigorous (7-13 pts.)	Most Rigorous (14-20 pts.)
<ul style="list-style-type: none"> • There is no description of how parents will be informed of tutorial choices. • The involvement of parents in selecting a tutorial assistance program for this child is not described. 	<ul style="list-style-type: none"> • There is not a broad-based dissemination method in place on how parents will be informed of tutorial choices. • The involvement of parents in selecting a tutorial assistance program for their child is somewhat limited. 	<ul style="list-style-type: none"> • There is a clear description of how parents will be informed if tutorial choices and multiple methods are used. • The involvement of parents in selecting a tutorial assistance program for their child is clearly outlined and multiple providers are available.

Points Awarded _____

Comments

Scientifically-Based Program

20 pts. 6. Describe the procedures the LEA will use to notify parents of a child eligible to receive tutorial assistance of the multiple choices among tutorial assistance providers and tutorial assistance programs. Such choices shall include a school-based program and at least one tutorial assistance program operated by a provider pursuant to a contract with the local education agency. Also describe the procedures the LEA will use for considering children for tutorial assistance who are identified to participate and for whom no parent has selected a tutorial assistance provider or program.

Scoring Rubric:

Marginal (0-20 pts.)	Somewhat Rigorous (21-50 pts.)	Most Rigorous (51-100 pts.)
<ul style="list-style-type: none"> • The proposal does not describe the procedures that will be used to notify parents of the multiple choices for tutorial assistance. • The proposal lacks any description of the choices available to parents for tutorial assistance for their children. • The proposal does not describe how children will be selected for participation when the parent has not made a selection of a tutorial assistance provider. 	<ul style="list-style-type: none"> • It is difficult to determine if the procedures that will be used to notify parents of the multiple choices for tutorial assistance available for their children. • The proposal vaguely describes the choices available to parents for tutorial assistance for their children. • The proposal vaguely describes how children will be selected for participation when the parent has not selected a tutorial assistance provider. 	<ul style="list-style-type: none"> • The proposal clearly describes the procedures that will be used to notify parents of the multiple choices for tutorial assistance available for their children. • The proposal clearly describe the choices that parents may make for tutorial assistance for their children. • The proposal clearly describes how children will be selected for participation when the parent has not selected a tutorial assistance provider.

Points Awarded _____

Comments

Selection of Providers

- 60 pts. 7. Describe the procedure the LEA will use for the creation and implementation of objective criteria to determine the eligibility of tutorial assistance providers and tutorial assistance programs. Such criteria should include the following:
- (a) a record of effectiveness with respect to reading readiness, reading instruction for children in kindergarten through third grade and early childhood literacy.
 - (b) location in a geographic area convenient to the school or schools attended by the children who will be receiving tutorial assistance.
 - (c) the ability to provide tutoring in reading to children who have difficulty reading, using instructional practices based on scientifically-based reading research or consistent with the reading instructional methods and content used by the school the child attends.

Scoring Rubric:

Marginal (0-20 pts.)	Somewhat Rigorous (21-39 pts.)	Most Rigorous (40-60 pts.)
<ul style="list-style-type: none"> • The proposal did not provide any criteria for determining the eligibility of tutorial assistance providers. • The only measures of student reading ability are observations by the project staff who developed the program. Anecdotal descriptions of student improvement are not adequate data. • The proposal provides no record of effectiveness for the tutorial assistance providers with respect to reading instruction for early literacy. • The proposal does not identify where the tutorial assistance will be provided. • The proposal provides no information to verify that the tutorial assistance providers are qualified to provide the services to children. 	<ul style="list-style-type: none"> • The proposal provides a limited description of criteria that will be used for determining the eligibility of tutorial assistance providers. • This program is assessing student reading skills by a combination of structured teacher observations and a reading test, over two years. Data analyses consist mainly of longitudinal measurements, with no information provided on whether the student population changed over time, what proportion of the students were tested, and whether different categories of students (i.e., both boys and girls) benefited from the program. • Results are available for only one school, and there has been no independent evaluation of the program standards. • No information is provided to show how the program staff ruled out alternative explanations for the changes observed. 	<ul style="list-style-type: none"> • The proposal provides a detailed description of the criteria that will be used to determine the eligibility of tutorial assistance providers. • The program has a strong theoretical base and is based on findings from research. • The program has been evaluated using both test scores and structured observations of student behaviors. Evaluation data were available for multiple years, with students followed for between two and five years. Results were educationally significant. • The program has been running for over five years in the original school and up to four years in other schools. Information is provided on teacher training activities and on-going “additional” teacher activities, but no cost estimates are given. Some information is provided on the demographic characteristics of the students in the study schools.

Scoring Rubric: (continued)

Marginal (0-20 pts.)	Somewhat Rigorous (21-39 pts.)	Most Rigorous (40-60 pts.)
	<ul style="list-style-type: none"> • The project staff conducted all evaluations, and none were reviewed and approved by a panel of independent experts. • The proposal provides limited information to verify the effectiveness of the tutorial assistance providers with respect to reading instruction for early literacy instruction. • The proposal vaguely describes where the tutorial assistance services will be provided. • The proposal provides limited information to verify the qualifications of the tutorial assistance providers. 	<ul style="list-style-type: none"> • The program has been successfully implemented in a variety of schools, with gains similar to those in the original site. • The proposal provides supporting documentation on the effectiveness of the tutorial assistance providers with respect to reading instruction for early literacy • The proposal clearly states that the tutorial assistance will be provided in an area convenient to the schools attended by the children to be served. • The proposal provides detailed information to verify that the tutorial assistance providers are qualified to provide tutoring in reading to children who have difficulty reading.

Points Awarded _____

Comments

20 pts. 8. Describe how the LEA:

- (a) will ensure oversight of the quality and effectiveness of the tutorial assistance provided by each tutorial assistance provider that is selected for funding.
- (b) will provide for the termination of contracts with ineffective and unsuccessful tutorial assistance providers (as determined by the local educational agency based upon the performance of the provider with respect to the goals and timetables contained tutorial assistance providers.
- (c) will provide to each parent of a participating child who requests such information for the purpose of selecting a tutorial assistance providers for the children, in a comprehensive format, information with respect to the quality and effectiveness of the tutorial assistance.

Scoring Rubric:

Marginal (0-6 pts.)	Somewhat Rigorous (7-13 pts.)	Most Rigorous (14-20 pts.)
<ul style="list-style-type: none"> • The proposal does not specify the criteria the LEA will use to determine the quality and effectiveness of the tutorial assistance providers. • The proposal does not specify a termination clause and does not establish goals and timelines that the contractor agrees to meet. • The proposal does not outline how the LEA will provide to parents information requested regarding the quality and effectiveness of tutorial assistance services. 	<ul style="list-style-type: none"> • The proposal indicates a limited oversight role of the LEA related to quality and effectiveness of the tutorial assistance providers. • A termination clause is developed but does not appear to be reasonable with respect to the goals and timelines for the contractor. • The proposal indicates limited data sources will be utilized in providing information to parents concerning the quality and effectiveness of the tutorial assistance. 	<ul style="list-style-type: none"> • The proposal establishes a clear and comprehensive role for the LEA in the oversight of the quality and effectiveness of the tutorial assistance provider(s). • A termination clause is provided which provides for reasonable goals and timelines concerning the performance of the tutorial assistance provider(s). • The proposal outlines a comprehensive format for providing information to parents on the quality and effectiveness of the providers.

Points Awarded _____

Comments

100 pts. 9. Accountability/Evaluation/Impact

The State Department of Education places a priority on schools that set high expectations on increasing student performance as a result of receiving grant funds. Applicants are expected to establish a fast pace movement of the schools and students toward the “Standard of Excellence.”

Describe the expected impact of the program, such as:

- Schools and students achievement goals.
- Percent of students expected to move to higher performance levels.
- Overall percent of growth based on state assessments.
- Expected growth on other locally developed indicators.
- Describe evaluation criteria used to demonstrate program effectiveness.

Scoring Rubric:

Marginal (0-20 pts.)	Somewhat Rigorous (21-50 pts.)	Most Rigorous (51-100 pts.)
<ul style="list-style-type: none"> • The proposal provides limited performance standards and criteria on the achievement results expected. • The proposal does not establish achievement goals for schools and students. • The proposal does not describe local indicators other than state assessment. 	<ul style="list-style-type: none"> • The proposal establishes overall minimum achievement expectations. • The proposal provides impact data on students but not schools. • The proposal establishes minimum percentages of students moving upward from one performance level to another. • Locally developed indicators are weak and easily achieved. 	<ul style="list-style-type: none"> • The proposal establishes high achievement expectations for both students and schools. • The proposal demonstrates that a high percentage of students will move to higher standings based on state and/or local performance indicators. • The proposal outlines three or more local indicators to support the program impact and benchmark are set at a high level.

Scoring Rubric: (continued)

Marginal (0-20 pts.)	Somewhat Rigorous (21-50 pts.)	Most Rigorous (51-100 pts.)
<ul style="list-style-type: none">• The proposal does not describe the evaluation criteria and timelines to determine effectiveness.	<ul style="list-style-type: none">• The evaluation criteria described is minimal, but not comprehensive.	<ul style="list-style-type: none">• The evaluation criteria is clearly defined, appropriate for measuring impact, and will provide a comprehensive view of the overall effectiveness of the program.

Points Awarded _____

Comments

15 pts. 10. Describe how the LEA will provide public notice of the availability of the subgrant funding to all possible providers and to parents, within 30 days of receiving the State notice that your district is eligible to apply for a Tutorial Assistance Subgrant.

Scoring Rubric:

Marginal (0-6 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
<ul style="list-style-type: none"> The proposal does not provide any information on how a public notice of funding to all possible providers and to parents within 30 days of state notification of district eligibility will take place. 	<ul style="list-style-type: none"> The proposal only describes one source of notification of funding to all possible providers and to parents within 30 days of state notification of district eligibility will take place. 	<ul style="list-style-type: none"> The proposal clearly describes the process for providing public notice of funding to all possible providers and provides for multiple media notification, and a timeline on how parents will be notified within the specified timeline.

Points Awarded _____

Comments

15 pts. 11.

Budget Form

Complete the enclosed budget form by indicating the amount of funds requested in each category as well as the total.

Scoring Rubric:

Marginal (0-4 pts.)	Somewhat Rigorous (5-9 pts.)	Most Rigorous (10-15 pts.)
<p>The budget explanation:</p> <ul style="list-style-type: none">• shows little correlation between the expenditures and the proposed program• is vague as to how funds will be spent• contains no explanation regarding the expenditures	<p>The budget explanation:</p> <ul style="list-style-type: none">• Shows a light correlation between the expenditures and the proposed program• states how funds will be spent• is vague in explaining the exact expenditures of funds	<p>The budget explanation:</p> <ul style="list-style-type: none">• shows a direct correlation between the expenditures and the proposed program• clearly states how funds will be spent• contains a clear explanation on each expenditure and the expenditures are appropriate to carry out the program

Points Awarded _____

Comments

CSP\KG\REA GRANT

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

In order to ensure equitable access for all participants, as required by *General Education Provisions Act* (GEPA), KSDE will require LEAs to address barriers to participation. Three major barriers have the potential to impede participation in Kansas Reading Excellence activities: disability, minority status, and lack of English proficiency.

In the area of disability, every effort will be made to ensure full accessibility to meetings, trainings, communications, and other project activities. For example, KSDE regularly uses a braille printer housed in the agency to print braille materials for individuals with visual impairments. Special accommodations for people with all types of disabilities, whether in physical mobility or sensory impairments, are made in LEAs so that educators and families can participate fully. For example, if needed, interpreters for the deaf will interpret at meetings and training. In the case of families of children with disabilities, respite care for children may be arranged so that families can participate in planning, training, and other project activities.

Diverse groups of people will be involved in developing and participating in project activities. For example, people with minority status, whether based on gender, race, or national origin, will plan and develop training. In an effort to close gaps in reading achievement between groups with minority status, whether based on race, ethnic origin, or socioeconomic disadvantage, KSDE will encourage LEAs with high minority populations to submit high-quality Kansas Reading Excellence applications.

The third area, lack of English proficiency, will be addressed through LEA use of interpreters and translated materials. In areas where families cannot communicate in English, such as urban Kansas City or rural communities in southwest Kansas with high numbers of limited English proficient (LEP) families, interpreters will be provided for families participating in project activities. Print materials will be translated into other languages as needed by families and other stakeholders.

Other unforeseen barriers to full access may be identified as the project gets underway, and KSDE will ensure that LEAs address those barriers as they are identified in informational sessions, subgrant applications, and technical assistance.

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 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 Commissioner of Education
Applicant Organization Kansas State Department of Education	Date Submitted 5-7-99

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

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-

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

- (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
- (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (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);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will-
 - (1) Abide by the terms of the statement; and
 - (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;
- (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;
- (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-
 - (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
 - (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;

- (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).

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:

Place of Performance (Street address, city, county, state, zip code)

Kansas State Department of Education
120 SE 10th Avenue
Topeka, KS 66612-1182

Check [] if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE 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. 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

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.

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
Kansas State Department of Education	Kansas Reading Excellence
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Dr. Andy Tompkins, Commissioner of Education	
SIGNATURE	DATE
	5-7-99

ED 80-0013

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.

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

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
Kansas State Department of Education	Kansas Reading Excellence
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Dr. Andy Tompkins, Commissioner of Education	
SIGNATURE	DATE
	5-7-99

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

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: _____ Prime _____ Subawardee Tier _____, if Known: Kansas State Department of Education 120 SE 10th Avenue Topeka, KS 66612-1182 Congressional District, if known: Second	5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: N/A Congressional District, if known:	
6. Federal Department/Agency: Department of Education Office of Elementary and Secondary Education	7. Federal Program Name/Description: Reading Excellence Act CFDA Number, if applicable: <u>84.338</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> N/A	b. Individuals Performing Services <i>(including address if different from No. 10a)</i> <i>(Last name, first name, MI):</i> N/A	
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: <u>Dr. Andy Tompkins</u> Title: <u>Commissioner of Education</u> Telephone No.: <u>785-296-3202</u> Date: <u>5-7-99</u>	
Federal Use Only	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)	

Instructions for Completion of SF-LLL, Disclosure of Lobbying Activities

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity 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 a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 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 (0348-0046), Washington, DC 20503