

**Archived Information**

# The Reading Excellence Program: Preparing an Effective Application

---

**Presentation at IASA - Salt Lake City**

**Nancy Rhett, Reading Excellence Team**

**Office of Elementary and Secondary Education  
U.S. Department of Education**

**November 10, 1999**

# Reading Excellence Act: Purposes

- 1. Teach every child to read by the end of third grade.**
- 2. Improve reading instruction through the use of findings from scientifically-based reading research.**
- 3. Provide early intervention to children experiencing reading difficulties and prevent inappropriate referral to special education.**
- 4. Provide children in early childhood with the readiness skills they need to learn to read once they enter school.**
- 5. Expand the number of high quality family literacy programs.**

# Key Definition: Six Dimensions of Reading

- \* Understanding how phonemes, or speech sounds, are connected to print - phonemic awareness.
- \* Ability to decode unfamiliar words.
- \* Ability to read fluently.
- \* Background information and vocabulary to foster reading comprehension.
- \* Development of appropriate active strategies to construct meaning from print - comprehension.
- \* Development and maintenance of a motivation to read.

# Scientifically Based Reading Research

- \* The application of rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties.**

Section 2252(5), REA

# Funding for FY 1999

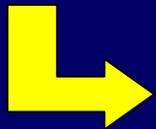
* Appropriation	\$260.0 m
<hr/>	
* State Grants	\$241.1 m
* National evaluation	- 3.9 m
* Dissemination (National Institute for Literacy)	- 5.0 m
* Even Start	- 10.0 m

**Funding requested for FY 2000: \$286.0 million**

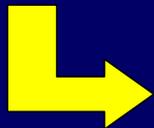
# Current REA Timeline for Coming Year

**ED holds competition for grants to states, January - April 2000**

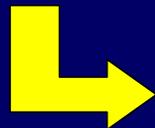
**(Applications due probably in March)**



**Successful states receive notification of awards, April 2000**



**States hold competition for subgrants to school districts (fall-early winter 2001)**  
-- Local Reading Improvement subgrants  
-- Tutorial Assistance subgrants

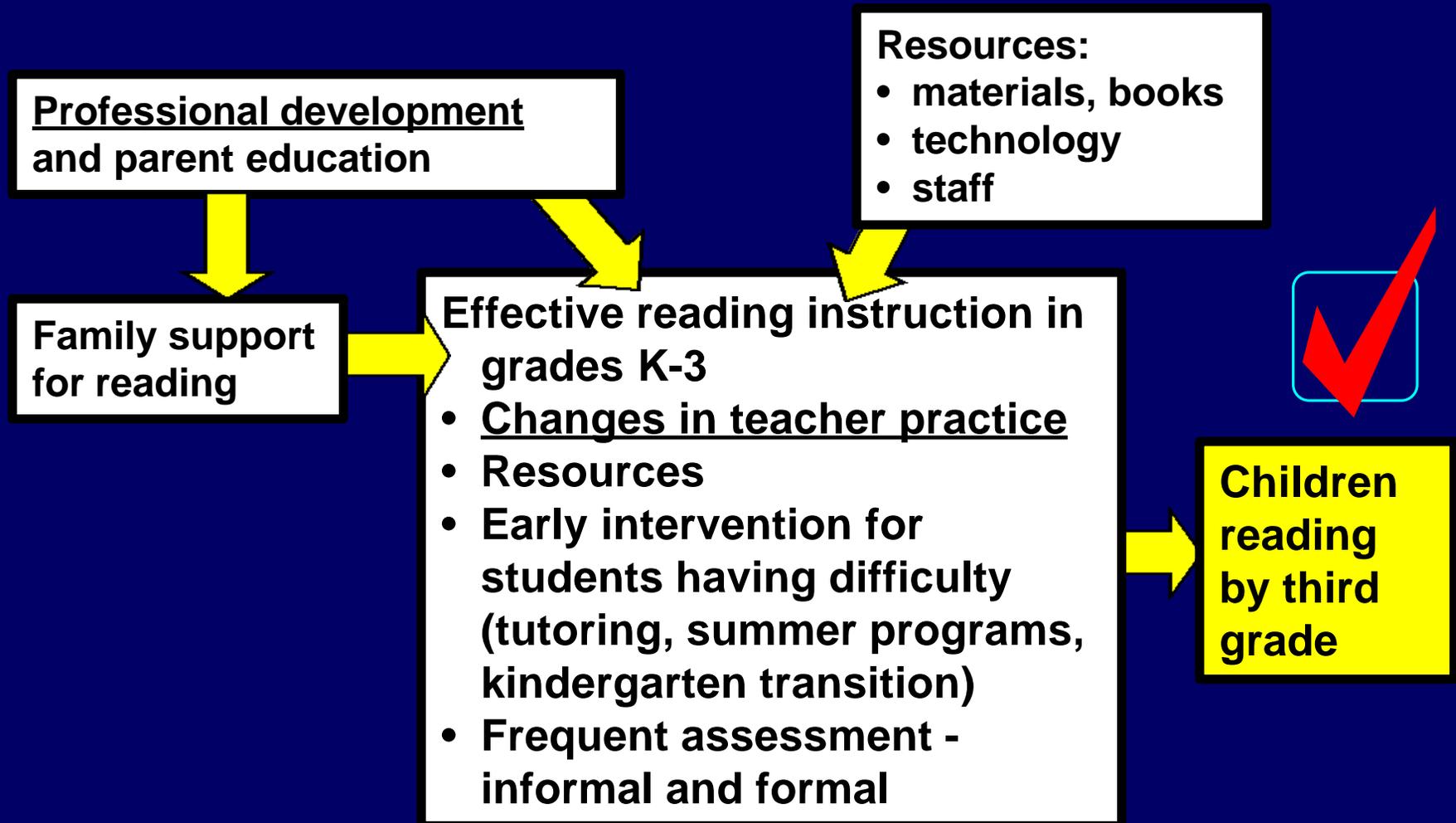


**LEAs and schools begin two-year subgrants (winter - summer 2001)**

# Local School Activities under Local Reading Improvement Subgrants

- \* **Changed reading instruction in grades K-3**
  - Accomplished by high quality professional development for teachers, principals, and staff in research-based reading instruction
  - Curriculum and supporting materials/technology
- \* **Extended learning opportunities (e.g., tutoring and summer programs)**
  - Training for tutors
- \* **Family literacy services**
  - School readiness, adult literacy, parent education/involvement
- \* **Kindergarten transition services/programs**

# Logic model for REA local program



# Local Activities under Tutorial Assistance Subgrants

- \* **Provide tutorial assistance in reading to children having difficulty in reading -- before or after school, on weekends, or during the summer.**
- \* **The tutoring must be based on scientifically-based reading research and must be consistent with the school curriculum.**
- \* **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**
- \* **Offer choice of multiple providers to parents -- at least one school-based and one under contract.**

# Developing the application

- 1. Establish a Reading and Literacy Partnership panel.**
- 2. Develop background, describe the need:**
  - Review the scientifically based reading research.
  - Identify current efforts in the state, state standards, and resources.
  - Identify and describe the districts and schools that are eligible.
- 3. Develop understanding of what good reading instruction in grades K-3 would look like in your state and in your low-performing schools -- content and process.**
- 4. Lay out how to get there -- state efforts, district efforts, other organizations and entities (i.e. universities) -- goals, objectives, strategies.**
- 5. Determine how you will measure performance -- outcomes and implementation.**

# State Reading and Literacy Partnership

**State must establish a partnership with at least the following members:**

- \* Governor of State**
- \* Chief State School Officer**
- \* State legislature representatives**
- \* Local educational agency representative**
- \* Community-based organization representative**
- \* State directors of Federal/State reading programs**
- \* Parent**
- \* Teacher**
- \* Family literacy service provider**

# More on development

- \* **Form a team that has reading expertise and family literacy expertise -- at least.**
- \* **Review some of the FY 1999 grantees' applications (about half are now on REA's website).**
- \* **Consider getting a review of your application by persons expert in scientifically based reading research.**
- \* **Have someone who's knowledgeable but not closely involved read the proposal.**
- \* **Consider hiring a technical writer/document producer to help produce the document.**

# Formatting

- \* **ALL pages paginated.**
- \* **NO attachments, colored pages, pretty brochures.**
- \* **Two appendices allowed - state standards and assessments; list of eligible districts and schools.**
- \* **Expect to send narrative via e-mail.**
- \* **Mail one hard copy with forms and signatures.**

# Formatting

- \* **Use 11 point type.**
  - (Note: Times New Roman is smaller at 11 points)
- \* **1 inch margins.**
- \* **Single space lines. Don't double-space.**
- \* **Use graphic models and data graphs where appropriate.**

# **(A) Content of the application - draft**

## **Table of contents**

- 1. Cover page**
- 2. Abstract**
- 3. Introduction**

## **(B) Content of the application - draft**

### **4. Need**

- Need for the REA program**
- Understanding of the scientifically based reading research (SBRR)**
- Current state efforts and how they relate to SBRR**

## **(C) Content of the application - draft**

### **5. State leadership and oversight**

- Reading and Literacy Partnership**
- SEA activities**
  - timelines, key activities, and staffing chart**
  - professional development**
  - application process, including technical assistance to eligibles**
  - technical assistance and monitoring**
  - other activities**
- Staffing - SEA and other**

# **(D) Content of the application - draft**

## **6. Local district and school**

### **-- Overview**

### **-- Reading instruction**

- Professional development and materials for grades K-3**
- Instruction for English language learners**
- Instruction for children at risk of inappropriate referral to special education**
- Teacher assessments to inform instruction**

### **-- Supporting activities -- tutoring, summer programs, kindergarten transition, family literacy, use of technology, coordination**

# **(E) Content of the application - draft**

## **7. Tutorial assistance**

- Overview**
- Eligibility criteria**
- Organizing multiple providers**
- Selecting children**
- Keeping parents informed**
- Ensuring confidentiality**
- Oversight and monitoring**

## **(F) Content of the application - draft**

### **8. Evaluation and performance measurement**

#### **-- Evaluation design**

**- including outcome and implementation measures**

#### **-- Timeline for data collection**

#### **-- Evaluator or criteria for selection**

#### **-- Role of Reading and Literacy Partnership**

## **(G) Content of the application - draft**

**9. Relationship of REA activities to other state efforts -- value added.**

### **10. Budget**

- detailed budget**
- number of eligible districts, schools, teachers, and children**
- number of districts, etc. expected to be funded**
- average cost and range per district and per school**

# Reading Excellence Contact Information

---

## **U.S. Department of Education: Reading Excellence Program**

- phone: (202) 260-8228**
- fax: (202) 260-8969**
- e-mail: [reading\\_excellence@ed.gov](mailto:reading_excellence@ed.gov)**
- REA website: <http://www.ed.gov/offices/OESE/REA/>**