



Illinois State Board of Education

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Dr. Randy J. Dunn
State Superintendent of Education

October 2005

TO: Eligible Applicants

FROM: Randy J. Dunn
State Superintendent of Education

SUBJECT: REQUEST FOR PROPOSALS (RFP): Illinois Reading First Program

General Information

Eligible Applicants: A school district is eligible to apply if it has the greatest percentage or number of third-grade students not meeting or exceeding the Illinois Learning Standards for English Language Arts in reading (i.e., 40 percent or more of students as measured by the Illinois Standards Achievement Test (ISAT) and the Illinois Measure of Annual Growth in English (IMAGE) **and** meets at least one of the following conditions:

- is located in a geographic area that includes an area designated as an empowerment zone under Part I of Subchapter U of Chapter I of the Internal Revenue Code; **or**
- has the greatest percentage or number of students eligible for allocation under Title 1, Part A, in comparison to other districts in the state (i.e., whose Title I allocation is in the highest quarter of poverty in Illinois based on census-derived student allocation counts); **or**
- has at least one school identified for school improvement under Title I, Part A.

A list of school districts determined to be eligible is contained in Appendix A. If your district does not appear on this list and you believe it meets the eligibility criteria outlined above, or if you would like to obtain a list of the schools that are eligible to participate, please contact one of the Reading First Principal Consultants at 217-557-7323 or 312-814-2220.

School districts currently receiving Reading First funds, may, if determined eligible, reapply for Reading First funds in this third competition. Such applicants must meet all Illinois Reading First program implementation requirements (see "Program Specifications"), and assessment data must provide evidence of increased student reading achievement during the period of the current grant. Priority consideration will be given to school districts that propose to serve eligible schools not previously selected to participate as a Reading First school.

Population to be Served: In order to be considered for an Illinois Reading First Program grant, an eligible applicant shall provide funds only to those schools that have the greatest percentage or number of third-grade students not meeting Illinois Learning Standards for English Language Arts in reading (as determined by the ISAT and IMAGE) **and** have the greatest percentage or number of students eligible for allocations under Title 1, Part A. A list of eligible schools that meet these criteria is available upon request.

Grade Levels to be Served: Only schools that include kindergarten, grade 1, grade 2, and/or grade 3 are eligible to receive Illinois Reading First funds. Schools that include additional grades may use Illinois Reading First funds only for kindergarten-through-grade-3 (K-3) reading instruction. Prekindergarten programs, middle schools, junior high schools, or high schools, as well as other non-K-3 programs are not eligible for Illinois Reading First funds.

Should a school include some, but not all, of K-3, then the applicant must also propose funding for the school whose students feed into or out of that school. For example, if an applicant plans to fund a grade 3 that is housed in a school serving grades 3 through 6, then the applicant also must provide Reading First funds to the school that houses kindergarten through grade 2 whose students will eventually attend the grade 3 through 6 school.

Prekindergarten programs should refer to the Early Reading First Program, which is available directly from the U.S. Department of Education. Information about that program can be found at: <http://www.ed.gov/programs/earlyreading/index.html>.

Estimated Range of Awards: The Illinois State Board of Education anticipates granting Illinois Reading First awards ranging from \$25,000 to \$200,000 per school to be used during the first two grant periods with the final amount being dependent upon demonstrated program needs, number of K-3 students, and number of professional staff to be served.

In order to ensure sustainability after the end of federal funding, the grant award for each school may be reduced according to district/school need and available federal funding. Grantees are expected to maintain the same level of services and activities.

Subcontracts are subject to annual re-approval by the State Superintendent of Education. Districts may not enter into multi-year contracts.

Grant Period: Grantees will be initially funded for two grant periods: from February 1, 2006, through June 30, 2006 (Phase I), and from July 1, 2006, through June 30, 2007 (Phase II). Funding for two additional years beyond these two grant periods will be available contingent upon a sufficient appropriation for the Illinois Reading First program and satisfactory progress in accomplishing the program's objectives in the preceding grant period.

Proposal Deadline: Mail the original and **four additional** copies to Illinois Reading First, Division of Curriculum and Instruction, Illinois State Board of Education, 100 North First Street, C-215, Springfield, Illinois 62777-0001, to ensure receipt no later than 4:30 p.m., December 22, 2005.

No facsimile copies or other electronic submissions will be accepted. Proposals may be hand-delivered only to the Springfield Office at the following address:

Information Center
1st Floor
100 North First Street

Mandatory Grant-Writing Workshops: Each school district wishing to submit an application must send at least one staff member to a mandatory grant-writing workshop. The purpose of the workshop will be to assist applicants in understanding the requirements of the Illinois Reading First Program. The ISBE Reading First staff, none of whom will be participating in the proposal review process, will conduct the workshop. Proposals will only be considered from those applicants who attend one of the grant-writing workshops. The workshops will be held as follows:

October 26-27, 2005, Holiday Inn Chicago-Matteson Hotel and Conference Center, 500 Holiday Plaza Drive, Matteson, Illinois 60443.
Call 708-747-3500 to make your own overnight lodging reservations.

November 9-10, 2005, President Abraham Lincoln Hotel (formerly known as the Renaissance Hotel) 701 E. Adams, Springfield, Illinois 62701.
Call 217-544-8800 or 1-888-236-2493 to make your own overnight lodging reservations.

Contact Information: For more information on this RFP, contact one of the Reading First Principal Consultants at 217-557-7323 or 312-814-2220.

Background

The federal Reading First Program, as authorized under Title I, Part B, Subpart 1 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB), is designed to ensure that all students learn to read at grade level or above by the end of third grade.

The focus of the Illinois Reading First grant is to support districts and schools in their efforts to implement a comprehensive reading program for K- 3 students that is grounded in scientifically based reading research (SBRR) and scientifically based reading instruction (SBRI), including the five essential components of effective reading instruction (i.e., phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies). (See Appendices B through D for further information about SBRR.) The program will assist school districts in applying this research in the classroom, including proven instructional and assessment tools, in order to teach all children to read well.

Another primary component of the Illinois Reading First Program is professional development that ensures all K-3 teachers, including kindergarten-through-grade-12 special education teachers, acquire the skills needed to be effective reading instructors. Assistance will be

provided to prepare classroom teachers to efficiently screen, identify, and overcome the reading barriers that are facing their students. Professional development opportunities will be provided at the local, regional, and state levels.

The Illinois State Board of Education (ISBE) will offer extensive technical assistance and professional development to assist Illinois Reading First districts and schools in shaping and implementing an Illinois Reading First Program. It is important, however, for applicants to understand the following:

1. The purpose of the Illinois Reading First Program is to enable all K-3 children to become proficient in the five essential components of reading (i.e., phonemic awareness, phonics, vocabulary, fluency, and comprehension);
2. The design, implementation, and evaluation of an Illinois Reading First Program is grounded in SBRR and SBRI;
3. Systematic assessments (i.e., screening, diagnostic, progress monitoring, and outcome measures) are conducted on a regular basis. In K-3, the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) is the required measure for fall screening and spring outcome testing. DIBELS also is the recommended assessment to be used for progress monitoring at midpoint in the school year. If the DIBELS is used for mid-year progress monitoring, scores must be submitted prior to the mid-year reporting deadline. In addition, the ISAT, IMAGE or Illinois Alternate Assessment (IAA) is the required assessment measure for third-grade students. The results of all required assessments will be analyzed to determine student progress and, hence, Reading First Program effectiveness.

Program Specifications

It has long been recognized that teaching young children to read is the most critical educational priority facing this country. Fortunately, this is an area where some of the best and most rigorous scientifically based research is available. The Illinois Reading First Program focuses on what works and supports proven methods of reading instruction in classrooms. The aims of the Illinois Reading First Program are to:

- help districts and schools apply reading research and the proven instructional and assessment tools consistent with the research to teach all K-3 children to read;
- provide the necessary technical assistance to districts and schools to establish research-based reading programs for students in K-3;
- significantly increase teacher professional development to equip all K-3 teachers, and special education teachers at all grade levels, with the skills they need to effectively teach reading using SBRR strategies;
- provide assistance to districts and schools in preparing classroom teachers to effectively screen, identify, and overcome reading barriers facing their students;
- provide assistance to districts and schools in selecting effective instructional materials, programs, learning systems, and strategies with instructional methods that have been proven to teach reading effectively; and
- provide assistance in all aspects of both the required and optional assessment components.

An Illinois Reading First grant must be used for the following purposes.

1. **Instructional Reading Assessments.** This includes the administration of required, rigorous screening, progress monitoring, diagnostic, and outcome instructional reading assessments with proven validity and reliability. These assessments must measure progress of students in mastering the five essential components of reading instruction, and identify students who may be at risk for reading failure or who are already experiencing reading difficulty. In effort to build capacity and sustainability for the Reading First program, ISBE expects Reading First classroom teachers to assume all assessment responsibilities by the beginning of the third year of the grant cycle. Please note that a district may elect to assemble **building-based (i.e., not district-based)** Reading First assessment administration teams for the first two years of the grant cycle. These teams must include Reading First classroom teachers assigned in those buildings. In addition, ISBE will expect the successful applicants to supply evidence of compliance with this requirement.

As noted previously, DIBELS is the required assessment instrument for fall screening and spring outcome testing. All Reading First grantees are required to administer and electronically submit the fall and spring DIBELS results (as well as DIBELS results if used for progress monitoring at the midpoint of the school year) within a specific timeframe as announced by ISBE. The ISBE website and The Illinois Reading First Update monthly newsletter post the DIBELS testing and submission dates. The website for DIBELS data submission is <https://dibels.uoregon.edu/data/index.php>. The Reading First grant must be used to fund the initial purchase of electronic hardware and supporting software for the required assessments. Budget proposals must reflect an amount equivalent to a per-pupil cost for data submission. Pricing information for data submission is available on the DIBELS Data System website. Subsequent maintenance of the hardware will remain the responsibility of the district. Annual license fees for the DIBELS PDA software may be included in budget request. More information regarding electronic data management for DIBELS is available at <http://www.wirelessgeneration.com/web/>.

- A. Fall screening assessment: DIBELS is the required assessment. It provides data that identifies students' reading needs in the five essential components. Hence, the screening data will then drive differentiated instruction decisions. Screening data will also indicate which students may require further diagnostic assessment. Downloadable assessment documents are available at <http://dibels.uoregon.edu/>.
- B. Diagnostic assessments: Diagnostic assessments must provide in-depth information on students' skills and instructional needs. The results from these measures form the basis of a prescriptive intervention plan. These assessments also must provide data on the five essential components of reading instruction to accurately determine students' precise areas of strengths and weaknesses. Diagnostic measures tend to be more specific in nature. While ISBE does not endorse any particular assessment tool, it has prepared a list, titled *Recommended Reading First Diagnostic Assessment Information*, of appropriate diagnostic measures, aligned with the five essential components of reading, which is available at http://www.isbe.state.il.us/curriculum/reading/html/read_first.htm.

- C. Progress monitoring assessments: These assessments, administered on a frequent and regular basis to all students, must provide data to accurately determine that adequate progress in reading is being achieved throughout the year. These assessments should provide data from which educators can draw valid conclusions about student progress and inform subsequent reading instruction. These assessments can be formal or informal in nature. ISBE does not endorse nor require any particular progress monitoring measure. However, acceptable forms include, but are not limited to, DIBELS, Illinois Snapshot of Early Literacy (ISEL), and core program assessments.

Districts are advised to at least administer a progress monitoring assessment at the midpoint of the school year. Furthermore, the DIBELS is the recommended assessment for this mid-year progress monitoring. Districts that choose an assessment other than DIBELS must complete Attachment 4A, indicating the timeline for the administration, who will conduct the assessment, and a plan for analyzing the data.

- D. Spring outcome assessment: DIBELS is the required assessment instrument for outcome data at kindergarten through grade 3. ISAT, IMAGE, or IAA is also required as an outcome measure for grade 3.

Districts may use a variety of diagnostic and progress monitoring assessments. In choosing assessment instruments, the district must indicate how each instrument meets the criteria for validity and reliability. Districts must be able to show that their assessments and procedures produce results that are consistent when given at different times with different groups of students in order to ensure confidence in the instructional decisions resulting from those assessments. Whereas low reliability of assessments is a strong indicator of low validity, high reliability does not necessarily ensure a high degree of validity.

Materials and training for use of assessments will be provided through ISBE and its partnering ROEs/ISCs and/or its designees. The partnerships may train building-level assessment teams, which in turn will train teachers to administer these assessments. All teachers participating in Illinois Reading First are expected to assume the responsibility of administering all Reading First assessments beginning the third year of the grant cycle.

2. **Reading Program.** This includes the selection and implementation of a program of reading instruction based on SBRR and SBRI that includes the essential components of reading instruction, aligns to the Illinois Language Arts Performance Descriptors for the Illinois Learning Standards in reading, and provides such instruction to K-3 children in the schools served by the district, including children:

- with reading difficulties,
- at risk of referral to special education services based on those difficulties,
- evaluated under section 614 of the Individuals with Disabilities Education Act (IDEA), but not identified as having a disability (in accordance with IDEA section 614(b)(5) and as defined in section 602),
- served under IDEA primarily due to a specific learning disability related to reading (as defined in IDEA section 602),

- deficient in the essential components of reading instruction, and/or
- identified as having limited English proficiency.

Applicants must demonstrate how the reading program will be implemented. The program cannot be layered on top of the non-research based programs already in use. The SBRR program also must align to the Illinois Language Arts Performance Descriptors for the Illinois Learning Standards in reading to ensure that students will be able to reach the proficiency levels on the ISAT.

Each school participating in Illinois Reading First must select and implement a high-quality core reading program that provides a comprehensive response to student-learning needs in phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies.

A district with schools that propose to use combinations of programs not integrated in a thoughtful way and focused on SBRR or that simply “layer on” various programs to a non-research based program will be considered non-responsive to the criteria of this section and will not be funded. Substantiation of SBRR-basis in core program choices may include vendor documentation with evidence of local involvement in choice deliberations. Further information is available at http://www.isbe.state.il.us/curriculum/reading/html/read_first.htm under Core Reading Program Selection Guidelines for Reading First Schools.

Districts also need to show an alignment of the proposed reading program to the Illinois Language Arts Performance Descriptors for the Illinois Learning Standards in reading. Districts should show how the reading program aligns with the performance descriptors for stages A – D, which cover the developmental span of reading in kindergarten through grade 3 (see <http://www.isbe.net/ils/ela/capd.htm>). Since the performance descriptors are aligned with the ISAT for reading, showing that the proposed reading program is aligned to the performance descriptors also shows alignment to ISAT.

Districts must provide evidence that the programs or strategies are based on SBRR, align to the Illinois Language Arts Performance Descriptors for the Illinois Learning Standards in reading, and meet the state’s criteria for selection and use. (See Appendix E for review criteria addressing programs and instructional strategies.) The use of one core/basal reading program grounded in SBRR and aligned to the five essential components of reading instruction (i.e., phonemic awareness, phonics, vocabulary, fluency, and comprehension) is required for all K-3 students in participating schools. Students’ reading needs as identified through analysis of existing district assessment data guide the selection for the core/basal program. Only those core/basal programs that are aligned to the five essential components will be considered for funding.

Please note: ISBE does not participate in, or conduct reviews of, core/basal reading programs nor does it endorse any previously reviewed programs. For guidance on previously reviewed core/basal reading programs, please visit the websites listed below:

- Florida Center for Reading Research at <http://www.fcrr.org/FCRRReports/contents.htm>;

- A Consumers Guide to Evaluating a Core Reading Program Grades K-3: A critical element analysis <http://www.fcrr.org/fcrrreports/guides/CCRP.pdf>; and
- Oregon Reading First Center: Amendment to the Review of Comprehensive Reading Programs <http://oregonreadingfirst.uoregon.edu/corereport.php>.

Links to the above sites also are available through the Illinois State Board of Education's website at http://www.isbe.state.il.us/curriculum/reading/html/read_first.htm.

ISBE may consider an application that proposes the use of a core reading program not previously reviewed; however, the applicant must assume the responsibility of providing adequate evidence of alignment to SBRR, the five essential components of reading, and the Illinois Language Arts Performance Descriptors for the Illinois Learning Standards in reading. Applicants seeking permission to use an existing core program must adhere to the guidelines above.

Please note: Only school districts may request ISBE to consider materials not previously reviewed. ISBE will consider no such request from vendors.

Teachers must deliver the comprehensive reading program in a protected, 90-minute, uninterrupted block of time dedicated solely to reading instruction. Spelling, language, and/or writing instruction, while complementary to the reading process, are not included in the five essential components of reading instruction (i.e., phonemic awareness, phonics, vocabulary development, fluency, and comprehension). Therefore, spelling, language, and/or writing instruction may not be included as part of the 90-minute uninterrupted block of reading instruction.

3. **Instructional Materials.** This includes the selection and implementation of instructional materials, including education technology such as software and other digital curricula, which are based on SBRR and SBRI. The use of intervention and supplemental instructional materials that are grounded in SBRR, aligned to one or more of the five essential components of reading instruction (i.e., phonemic awareness, phonics, vocabulary, fluency, comprehension), and aligned to the Illinois Language Arts Performance Descriptors for the Illinois Learning Standards in reading is required in Reading First schools. Consideration for intervention and supplemental materials selection must be based on students' reading needs as identified through analysis of ongoing progress monitoring data as well as screening, diagnostic, and outcome assessment results.

For guidance on previously reviewed intervention and supplemental instructional materials, please review the information available at the websites listed below. Only those intervention and supplemental materials that are aligned to one or more of the five essential components will be considered for funding. ISBE does not participate in or conduct reviews of intervention and supplemental materials nor does it endorse any previously reviewed programs.

- Florida Center for Reading Research at <http://www.fcrr.org/FCRRReports/contents.htm>
- Guidelines to Review Reading Intervention Programs at <http://www.fcrr.org/fcrrreports/guides/IG.pdf>

Links to the above sites are available through the Illinois State Board of Education's website at http://www.isbe.state.il.us/curriculum/reading/html/read_first.htm.

ISBE will consider the use of intervention and supplemental instructional materials not previously reviewed; however, the applicant must assume the responsibility of providing adequate evidence of alignment to SBRR, the Illinois Language Arts Performance Descriptors for the Illinois Learning Standards in reading, and the five essential components of reading. Applicants seeking permission to use existing supplemental and intervention materials must adhere to the guidelines above.

Please note: Only school districts may request ISBE to consider materials not previously reviewed. ISBE will consider no such request from vendors.

4. **Access to Additional High-Quality Reading Material.** This includes promotion of reading and library-based programs that provide access to engaging reading material. In addition, districts may request funding to purchase high-quality reading materials for classroom libraries. For example, the district may expend Reading First funds to purchase multiple copies of leveled reading materials that support and complement the five essential areas of the core program and are housed in a central location for classroom teacher check-out. Reading First funds may not, however, be utilized to supplant a building's student library.
5. **Professional Development.** This includes the preparation of K-3 teachers, kindergarten-through-grade-12 special education teachers, and other appropriate instructional staff in all of the essential components of reading instruction.

Professional development must be clearly aligned with the instructional program, including its research base, as well as with the Illinois Language Arts Performance Descriptors for the Illinois Learning Standards in reading. It aims to increase student achievement by enabling and ensuring the implementation of the particular program.

Finally, professional development must be ongoing, include both K-3 general and K-12 special education staff, and not be comprised of single events provided only in a lecture format. The professional development must allow adequate time for teachers to learn new concepts and to practice what they have learned. Delivery mechanisms for professional development include the use of coaches (see further information below) and/or ISBE-sanctioned reading experts who provide feedback as instructional strategies are put into practice.

ISBE has developed **Reading First Academies: Continuing the Challenge**, a 24-hour professional development series focusing on the implementation of scientifically based reading research in the five essential Reading First components, assessments, classroom management strategies, and alignment to the ILS performance descriptors. The reading academies will be provided through the ISBE and their designees. Participation in and completion of this series is required for all Reading First classroom teachers and coaches. In

addition, ISBE requires Reading First district/building leaders (i.e., principals, curriculum directors/coordinators) to participate in leadership training designed to support Reading First.

Reading Coaches. Each building must employ a full-time reading coach(es), who will be the key professional development resource for a Reading First school. The reading coach is dedicated solely to the Reading First program and provides on-site, ongoing assistance to ensure full implementation of the Reading First program. Thus, the reading coach may assume only those duties that are directly related to Reading First. In accordance, every Reading First school must hire a minimum of one full-time equivalent (FTE) reading coach. Guidelines for determining the maximum number of Reading First coaches employed per school are as follows:

- 1 to 15 self-contained, regular and/or special education classrooms = 1 FTE coach
- 16 to 30 self-contained, regular and/or special education classrooms = 2 FTE coaches
- 31 to 45 self-contained, regular and/or special education classrooms = 3 FTE coaches

Successful applicants must name and hire Reading First coaches by May 1, 2006. Applicants must assure that all coaches hired will attend the mandatory Reading First induction meeting to be held in spring of 2006 by ISBE. Reading First funds may be used to cover any costs incurred as a result of attendance at this mandatory Reading First induction meeting. Attendance at monthly regional meetings of all coaches also will be required so that the coaches may provide more effective local assistance to classroom teachers.

The applicant must submit a job description for each of the reading coach's work responsibilities as defined by the district. In addition, applicants must provide evidence that each reading coach funded through the Reading First program is fully certified and holds appropriate qualifications. Further information regarding certification is available at http://www.isbe.state.il.us/curriculum/reading/html/read_first.htm

6. **Evaluation.** This includes the collection and summary of valid and reliable data to document the effectiveness of Illinois Reading First in individual classrooms, schools, and in the district as a whole and to stimulate and accelerate improvement by identifying the schools that produce significant gains in reading achievement. Districts and schools participating in the Illinois Reading First Program must also commit to participating in state-level and/or federal evaluations.
7. **Reporting.** Districts must report data for all students and categories of students described in the state's Title I adequate yearly progress definition. (See information on adequate yearly progress in the NCLB State Consolidated Plan, as well as additional references in the document at <http://www.isbe.net/nclb/csa/application.pdf>.) Reading First districts will be required to submit an annual performance report that documents progress toward meeting student achievement goals through the features of the Reading First program.

District Support

For Illinois Reading First to succeed, the relationship between the school and the district must be collaborative. The success of Reading First hinges upon the district's steadfast commitment to the fundamental tenets of the program. This commitment requires that administrative leadership (i.e., school board members, superintendents, principals, other executive-level administrators) partner with instructional staff (i.e., regular education teachers, special education teachers, ELL teachers, Title I teachers, Reading First coaches) to ensure successful implementation of Reading First.

Districts are uniquely situated to support schools through brokering of resources, direct assistance, and other means. At least one named district leader must have sufficient authority to ensure that Illinois Reading First is implemented fully and properly. The state will provide training for district and school leaders in the scientific basis for effective reading programs; implementation and management process needed for Illinois Reading First; all assessment aspects, including methods of progress monitoring; and data-based decision-making.

The ISBE charges districts with the responsibility of identifying which of those schools within the district meet the eligibility criteria as defined under "Population to be Served," on page 2. Of those schools identified as "eligible," only those willing to make the necessary commitment to Reading First should be included in this proposal. In other words, eligibility for Reading First funding does not guarantee funding.

Reading First funding is limited to those schools selected in the initial year. Districts may not include or substitute additional schools for funding in the subsequent two years of the grant cycle unless an extraordinary circumstance arises (e.g., campus consolidations, school closings). Any extraordinary circumstance will warrant case-by-case consideration by ISBE.

Ongoing Technical Assistance Provided to Districts and Schools

In addition to professional development activities, the Illinois State Board of Education and its partnering Regional Offices of Education and/or its designees will be available on an ongoing basis to provide technical assistance to districts and schools in the following dimensions of their Illinois Reading First programs:

- assigning an ISBE consultant to each district for support;
- assigning an ROE/ISC housed early reading specialist(s) to each district for on-site support;
- publishing an electronic Reading First newsletter and other electronic communications;
- hosting three annual statewide district information meetings (district attendance is required);
- sponsoring a vendor's showcase of core/basal programs as well as intervention and supplemental materials;
- conducting on-site monitoring visits;
- hosting monthly coaches meetings with ROE/ISC-housed Early Reading Specialists;
- completing required administrative duties (e.g., planning, budgeting, reporting);
- assisting with the selection and implementation of reading programs that are grounded in SBRR;

- implementing rigorous screening, diagnostic, progress monitoring and outcome assessments with proven validity and reliability;
- identifying professional development providers who can assist in preparing reading teachers in program, material, and assessment implementation;
- monitoring the effectiveness of the Illinois Reading First Program;
- preparing reports on progress-monitoring and outcome assessments that will be required in all Illinois Reading First schools;
- identifying classrooms and schools that are achieving exemplary outcomes as well as those that may be in need of further support and training to achieve desired outcomes;
- examining their own progress in relation to the progress of other schools that serve populations of children who enter kindergarten-through-grade-3 classrooms with similar demographic and achievement characteristics; and
- participating in state and national evaluations of Illinois Reading First.

Coordination with Other Programs

Since all Title I schools that operate school-wide programs must implement a school-wide plan, all such schools receiving Illinois Reading First grants will need to coordinate and integrate all reading activities within a single plan. Illinois Reading First activities can help focus school-wide plans on the critical goal of improving reading achievement. Title I schools that receive Illinois Reading First grants must meet all the purposes of Illinois Reading First. Similarly, all schools identified for improvement under Title I, as well as Reading First, must implement a school improvement plan and coordinate it with the Illinois Reading First plan. Schools receiving assistance through the NCLB-ISBE System of Support must coordinate planning requirements.

Private School Participation

Section 9501 of ESEA (Participation by Private School Children and Teachers) requires districts seeking Illinois Reading First grants to consult with appropriate private school officials during the design and development of their Illinois Reading First plan on such issues as determining eligibility of private school students; identifying the students' needs; determining what services will be offered and how, where and by whom services will be provided; and determining how the services will be assessed.

In general, private school students in the areas served by public schools receiving Illinois Reading First funds would be eligible to participate in Reading First programs at Reading First schools. This determination can be made either by the residence of private school students in the attendance area of a public school receiving Illinois Reading First funds or by the location of a private school in the attendance area of a public school receiving Illinois Reading First funds.

Continuation of Programs

Successful applicants will receive funding for four grant periods (approximately three and a half years). While grantees will not need to re-qualify for eligibility following initial funding (through June 30, 2007), they will be required to submit a Continuing Action Plan.

In order to build local capacity to continue Illinois Reading First programs after federal funding ends, grantees will be expected to use other funding sources, in addition to their Illinois Reading First grant, to provide the Illinois Reading First program. (See “Fiscal Information” in the following section.)

It is important to note that Illinois Reading First schools are required to participate in all statewide technical assistance and professional development during the grant period and will be invited to continue to participate in any statewide technical assistance and professional development offered beyond the final grant period (ending June 30, 2009) as a means of further bolstering high-quality reading instruction.

Fiscal Information

Each Illinois Reading First grantee will receive funding for four grant periods as follows:

- Professional Development Phase: February 1, 2006, to June 30, 2006 (five months);
- Program Implementation Phase 1: July 1, 2006, to June 30, 2007 (12 months);
- Program Implementation Phase 2: July 1, 2007, to June 30, 2008 (12 months); and
- Program Implementation Phase 3: July 1, 2008, to June 30, 2009 (12 months).

Funding in each successive grant period will be contingent upon a sufficient appropriation for the Illinois Reading First Program and satisfactory progress in accomplishing the objectives of the program in the preceding grant period, in particular in improving the reading achievement for participating students.

A grantee will receive at least the same percentage of the total Illinois Reading First Program funds as it received of the total state allocation for Title I, Part A in FY 2005. Final grant awards will be based upon providing funds in a sufficient size and scope to fully implement programs to improve reading instruction and will relate to the number or percentage of students in kindergarten through grade 3 in the district who are reading below grade level.

The Illinois State Board of Education anticipates making Illinois Reading First awards ranging from \$25,000 to \$200,000 per school to be used during the first two grant periods.

Up to 3.5 percent of the final grant award may be directed to support district-level administrative and indirect costs. Indirect costs may include such items as program administration, family literacy programs, parent and volunteer training in the essential components of reading instruction, and assistance to parents in encouraging reading and supporting their child’s reading development.

Grant funds **may** be used for:

- Salaries, benefits, purchased services, supplies, and materials for Reading First coaches;
- Core/basal program selection during the professional development period;
- Intervention and supplemental instructional materials purchased during the implementation phases of the program;
- Purchase of high-quality reading material for classroom libraries;
- Computer(s), color printer(s), and Internet access dedicated solely to the Reading First coach(es) to ensure protection of data confidentiality;
- Costs associated with the DIBELS administration, including trainings, hardware (one palm device per classroom), software, annual student license fee, and costs for data submission to the University of Oregon; and
- Costs associated with the provision of professional development (e.g., substitute teachers, teacher stipends, supplies and materials, travel expenses, annual Reading First conference).

Grant funds **may not** be used for:

- Expenses associated with district-wide assessment teams;
- Food and beverages;
- Custodial services;
- Supplanting school building libraries; and
- Any activity, service, or item that does not solely serve Reading First.

Grantees must use Illinois Reading First funds for allowable costs only during the grant period. While a grantee is free to enter into a multi-year contract with a service provider, it may use Illinois Reading First funds only for costs incurred within the grant award period.

Illinois Reading First districts may be able to leverage funds from other federal programs, particularly Title I and Title II, to improve reading instruction for all students. These other program funds may be used to supplement the Reading First program.

For purposes of compliance with Section 511 of P.L. 101-166 (the “Stevens Amendment”), applicants are advised that 100 percent of the funds for this program are derived from federal sources. The total amount of federal Reading First funding for Illinois is projected to be approximately \$37 million.

Proposal Format

Each proposal must be submitted in the format outlined below. Please use the following as a checklist in assembling your completed proposal.

Do NOT bind applications or use binders. Do NOT print on both sides of pages. Assign page numbers to all pieces of submission.

- ___ 1. **Cover Page (Attachment 1):** Must be signed by the school district superintendent authorized to submit the proposal.
- ___ 2. **School Information (Attachment 2; duplicate as needed):** Provide the requested information for each of the schools selected for Reading First funding and participation.
- ___ 3. **Proposal Narrative and Professional Development Plan (Attachments 3 and 3A):** Use these attachments to briefly describe the school district’s plan for professional development and reading instruction.

The Proposal Narrative requirements are included as part of Appendix E, “Proposal Narrative Requirements and Rubric for Approving and Scoring Proposals.” The narrative requirements are stated under the “Criteria” column; applicants should use Attachment 3 to respond to each narrative requirement in the order in which they are presented, numbering as shown (A, B.1, B.2, etc.) and limiting responses to no more than one page per narrative requirement. The “Meets Standards” and “Exemplary” columns may be used as a guide to what a high-quality proposal should contain.

Use Attachment 3A to describe the proposed professional development plan, referring to requirements stated under item B.6 in Appendix F. Limit this description to one page.

- ___ 4. **Assessment Matrix (Attachments 4 and 4A; duplicate as needed):** Provide the information requested (screening, diagnostic, progress monitoring, and outcome measures). For school districts choosing an assessment other than DIBELS for progress monitoring at the midpoint of the school year, use Attachment 4A to provide the required information about the assessment that will be used.
- ___ 5. **Budget Summary and Payment Schedule (Attachments 5 & 5A):** Complete the budget forms provided, including the original signature of the district superintendent.

Submit a separate proposed budget for the first two grant periods (i.e., Phase I-Professional Development-February 1, 2006, through June 30, 2006 (Attachment 5), and Phase II-Implementation-July 1, 2006, through June 30, 2007 (Attachment 5A)). Payments are expected to be a reflection of need, not simply the total budget divided by number of months.

A final Budget Summary and Payment Schedule for FY07 (Phase II) must be submitted to ISBE no later than April 30, 2006, to ensure availability of funds starting July 1, 2006. ISBE will send a Budget Summary and Payment Schedule to be used for this purpose to all grantees at the time of award. Budget Summary and Payment Schedules for the final two grant periods should be submitted later as part of the continuation grant process.

- ___ 6. **Budget Narrative (Attachments 6 & 6A):** Include descriptions of the anticipated expenditures for each building, correlated to the line items set forth on the proposed

Budget Summary, including subcontract information, if applicable (see item 7 of the document titled “Certification and Assurances, and Standard Terms of the Grant,” Attachment 7).

Submit a separate narrative for the first two grant periods (i.e., Phase I-Professional Development-February 1, 2006, through June 30, 2006 (Attachment 6), and Phase II-Implementation-July 1, 2006, through June 30, 2007 (Attachment 6A)).

A final budget narrative for FY07 (Phase II) must be submitted to ISBE no later than April 30, 2006, to ensure availability of funds starting July 1, 2006. ISBE will send a Budget Narrative to be used for this purpose to all grantees at the time of award. Budget narratives for the final two grant periods should be submitted later as part of the continuation grant process.

- ___ **7. Certifications and Assurances (Attachments 7, 8, 9, 10, and 11):** Submit the five certification forms attached, bearing the original signature of the school district superintendent legally authorized to submit the proposal and to bind the applicant to its contents.
- **Certification and Assurances, and Standard Terms of the Grant** (Attachment 7)
 - **Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion, Lower Tier Covered Transactions** (Attachment 8)
 - **Certification Regarding Lobbying** (Attachment 9)
 - **Section 9306 Assurances** (Attachment 10)
 - **Reading First Program-Specific Terms of the Grant** (Attachment 11)
- ___ **8. General Education Provisions Act (Attachment 12):** Include a statement of how the Illinois Reading First plan(s) will promote equity, including a description of the steps the applicant proposes to take to overcome barriers to equitable program participation for students, teachers, and other beneficiaries with special needs, as required under Section 427 of the General Education Provisions Act.

Criteria for Review and Approval of Proposals

Proposals will be ranked according to the following:

- Since the awarding of grants is a highly competitive process, eligible school districts are not guaranteed a grant. Only those districts that submit proposals that best meet the review criteria contained in Appendix E, “Proposal Narrative Requirements and Rubric for Reviewing and Scoring Proposals,” will be funded. It is the intent of the Illinois State Board of Education, subject to the quality of the proposals received and the level of funding appropriated, to provide funds statewide.

- Proposals that do not fully meet the requirements for awarding of a grant, but are substantially responsive to all requirements, may receive conditional acceptance and will be returned to the applicant to revise the proposal to meet the requirements.
- Proposals submitted in response to the Request for Proposals will be evaluated on a 160-point scale, including the points that may be awarded under “Competitive Priorities” described below. The rubric stipulates the maximum number of points to be awarded for each criterion.

Competitive Priorities: Proposals that score in the “Exemplary” category in all of the following areas will receive 10 additional points.

1. Proposes full implementation of instructional strategies and programs based on SBRR and SBRI; shows an alignment to the Illinois Language Arts Performance Descriptors for the Illinois Learning Standards in reading.
2. Demonstrates district-wide leadership capacity and commitment to raising reading achievement of students.
3. Provides a clear rationale for the need for Illinois Reading First funds in the specific schools to be served.
4. Conducts and reports the findings of a needs assessment for the schools to be served by Illinois Reading First.
5. Leverages existing resources with Illinois Reading First funds to maximize overall effects.
6. Proposes plan for valid and reliable diagnostic and progress monitoring measurement to document reading progress.
7. Provides evidence of local and district staff involvement in planning and decision-making for participation in Reading First program.
8. Proposes eligible schools for participation in Round Three Reading First that have not previously been selected as Reading First schools.

Eligible School Districts for Illinois Reading First (Round 3)

District	Empowerment Zone	Title I Allocation	School Improvement	Region
Akin Community Consolidated School District 91	No	Yes	No	9
Aurora East Unit School District 131	No	No	Yes	3
Aurora West Unit School District 129	No	No	Yes	3
Bartonville School District 66	No	Yes	No	6
Bellwood School District 88	No	No	Yes	3
Bensenville School District 2	No	No	Yes	3
Berwyn South School District 100	No	No	Yes	3
Brooklyn Unit School District 188	No	Yes	Yes	8
Brookwood School District 167	No	Yes	Yes	4
Burnham School District 154-5	No	No	Yes	4
Cairo Unit School District 1	Yes	Yes	Yes	9
Calumet City School District 155	No	Yes	Yes	4
Calumet Public School District 132	No	Yes	Yes	4
Carbondale Elementary School District 95	No	Yes	Yes	9
Carrier Mills-Stonefort Community Unit School District 2	No	Yes	No	9
Central City School District 133	No	Yes	No	8
Chicago Heights School District 170	No	Yes	Yes	4
Cicero School District 99	No	Yes	Yes	3
City of Chicago School District 299	Yes	Yes	Yes	1
Colona School District 190	No	Yes	No	5
Community Consolidated School District 168	No	Yes	No	4
Cook County School District 130	No	Yes	Yes	4
Country Club Hills School District 160	No	No	Yes	4
Danville Community Consolidated School District 118	No	Yes	Yes	7
Dolton School District 148	No	Yes	Yes	4
Dolton School District 149	No	No	Yes	4
East Alton School District 13	No	Yes	No	8
East Moline School District 37	No	Yes	No	5
East St. Louis School District 189	Yes	Yes	Yes	8
Egyptian Community Unit School District 5	Yes	Yes	Yes	9
Fairmont School District 89	No	Yes	Yes	4
Ford Heights School District 169	No	Yes	Yes	4
Frankfort Community Unit School District 168	No	Yes	No	9
General George Patton School District 133	No	Yes	Yes	4
Goreville Community unit District 1	No	Yes	No	9
Harvard Community Unit School District 50	No	No	Yes	2
Harvey School District 152	No	Yes	Yes	4
Hazel Crest School District 152-5	No	Yes	Yes	4
Hoover-Schrum Memorial School District 157	No	Yes	Yes	4
Hutsonville Community Unit School District 1	No	Yes	No	9
Irvington Community Consolidated School District 11	No	Yes	No	8
Joliet Public School District 86	No	Yes	Yes	4
Kankakee School District 111	No	Yes	Yes	7

Appendix A

District	Empowerment Zone	Title I Allocations	School Improvement	Region
Kell Consolidated School District 2	No	Yes	No	8
La Salle Elementary School District 122	No	Yes	No	5
Lincoln Elementary School District 156	No	Yes	Yes	4
Ludlow Community Consolidated School District 142	No	Yes	No	7
Madison Community Unit School District 12	No	Yes	Yes	8
Maywood-Melrose Park-Broadview District 89	No	No	Yes	3
Meridian Community Unit School District 101	Yes	Yes	Yes	9
Midlothian School District 143	No	No	Yes	4
North Chicago School District 187	No	Yes	Yes	2
North Greene Unit District 3	No	Yes	Yes	8
North Wamac School District 186	No	Yes	No	8
Park Forest School District 163	No	Yes	Yes	4
Paw Paw Community Unit School District 271	No	Yes	No	5
Peoria School District 150	No	Yes	Yes	6
Posen-Robbins Elementary School District 143-5	No	Yes	Yes	4
Prairie-Hills Elementary School District 144	No	Yes	Yes	4
Rock Island School District 41	No	Yes	Yes	5
Rockford School District 205	No	Yes	Yes	5
Round Lake Area Schools District 116	No	No	Yes	2
Scott-Morgan Community Unit School District 2	No	No	Yes	6
Shawnee Community Unit School District 84	No	Yes	No	9
South Central Community Unit District 401	No	Yes	Yes	8
South Holland School District 151	No	No	Yes	4
Springfield Public School District 186	No	Yes	Yes	6
Waukegan Community Unit School District 60	No	Yes	Yes	2
West Harvey-Dixmoor Public School District 147	No	Yes	Yes	4

Key Findings from Scientifically Based Research on the Essential Components of Reading Instruction

Component of Reading Instruction	Definition	Key Findings
1. Phonemic Awareness	The ability to hear, identify and manipulate the individual sounds, or phonemes, in spoken words.	<ul style="list-style-type: none"> • Phonemic awareness can be taught and learned. • Phonemic awareness instruction helps children learn to read. • Phonemic awareness instruction helps children learn to spell. • Phonemic awareness instruction is most effective when children are taught to manipulate phonemes by using the letters of the alphabet. • Phonemic awareness instruction is most effective when it focuses on only one or two types of phoneme manipulation, rather than several types.
2. Phonics	The understanding that there is a predictable relationship between phonemes, the sounds of spoken language, and graphemes, the letters, and spelling that represent those sounds in written language.	<ul style="list-style-type: none"> • Systematic and explicit phonics instruction is effective for children from various social and economic levels. • Systematic and explicit phonics instruction is particularly beneficial for children who are having difficulty learning to read and who are at risk for developing future reading problems. • Systematic and explicit phonics instruction is most effective when introduced early. • Phonics instruction is not an entire reading program for beginning readers.

Component of Reading Instruction	Definition	Key Findings
3. Vocabulary Development	Development of stored information about the meanings and pronunciation of words necessary for communication. There are four types of vocabulary: a. listening vocabulary – the words needed to understand what is heard, b. speaking vocabulary – the words used when speaking, c. reading vocabulary – the words needed to understand what is read, d. writing vocabulary – the words used in writing.	<ul style="list-style-type: none"> • Children learn the meanings of most words indirectly, through everyday experiences with oral and written language. • Some vocabulary must be taught directly.
4. Reading Fluency	The ability to read text accurately and quickly.	<ul style="list-style-type: none"> • Repeated and monitored oral reading improves reading fluency and overall reading achievement. • No research evidence is available currently to confirm that instructional time spent on silent, independent reading with minimal guidance and feedback improves reading fluency and overall reading achievement.
5. Reading Comprehension Strategies	Strategies for understanding, remembering, and communicating with others about what has been read.	<ul style="list-style-type: none"> • Text comprehension can be improved by instruction that helps readers use specific comprehension strategies. • Students can be taught to use comprehension strategies.

(This table is adapted from Appendix B of the *Guidance for the Reading First Program*, U.S. Department of Education, April 2002.)

Using Scientifically Based Reading Research (SBRR) to Evaluate Reading Program Effectiveness

Criteria	Meets Rigorous Standard
Use of rigorous, systematic, and empirical evidence	<ul style="list-style-type: none"> • The program has a solid theoretical or research foundation that is grounded in scientific literature. • Program effectiveness has been shown through experimental and control groups created through random assignment or carefully matched comparison groups. • Program effectiveness has been demonstrated through research that clearly describes how, by whom, and on whom the research was conducted.
Adequacy of the data analyses to test the stated hypotheses and justify the conclusions drawn	<ul style="list-style-type: none"> • Research that demonstrates program effectiveness was designed to minimize alternative explanations, such as through a series of experiments that consistently support a given theory while collectively eliminating the most important competing explanations. • The overall conclusions of program effectiveness are consistent with research observations. • Research that demonstrates program effectiveness presents convincing documentation that the observed results were the result of the intervention. • Research that demonstrates program effectiveness clearly defines the population studied (student demographics such as age and poverty level, as well as cognitive, academic, and behavioral characteristics; school attributes such as grade levels, size and racial, ethnic, and language minority composition). • Research that demonstrates program effectiveness and clearly describes to whom the findings can be generalized. • Research that demonstrates program effectiveness provides a full description of outcome measures.
Reliance on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations	<ul style="list-style-type: none"> • Gains in student reading achievement have been sustained over time. • Gains in student reading achievement have been confirmed through independent, third-party evaluation. • Program effectiveness has been demonstrated through multiple investigators in numerous locations. • Research that demonstrates program effectiveness describes the program in sufficient detail to allow for replication. • Research that demonstrates program effectiveness and explains how instructional fidelity was ensured.
Acceptance by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review	<ul style="list-style-type: none"> • Unbiased individuals who were not part of the study have carefully reviewed the research that demonstrates program effectiveness. • Program effectiveness findings have been subjected to external scrutiny and verification.

(This table is Appendix C from the *Guidance for the Reading First Program*, U.S. Department of Education, April 2002.)

SUGGESTED SOURCES OF INFORMATION ON READING FIRST

Armbruster, B.B., Lehr, F., and Osborn, J. (2001). *Put Reading First: The Research Building Blocks for Teaching Children to Read*. Ann Arbor, MI: Center for the Improvement of Early Reading Achievement. Summarizes what researchers have discovered about how to teach children to read successfully; provides analysis and discussion in five areas of reading instruction; and suggests implications for classroom instruction as well as other information. <http://www.nifl.gov/nifl/publications.html>

Burns, M.S., Griffin, P., and Snow, C.E., eds. (1998). *Starting Out Right: A Guide to Promoting Children's Reading Success*. Washington, DC: National Academy Press. Guide to how children learn to read and how adults can help them and ideas for the prevention of reading difficulties in early childhood and the primary grades. <http://bob.nap.edu/html/sor/>

National Reading Panel (April 2000). *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction*. Washington, DC: U.S. Dept. of Health and Human Services. Summary of the most effective approaches to teaching children to read, the status of the research on reading, and reading instructional practices that are ready to be used by teachers in classrooms. <http://www.nichd.nih.gov/publications/nrp/smallbook.htm>

Rayner, K., Foorman, B.R., Perfetti, C.A., Pesetsky, D., and Seidenberg, M.S. (March 2002). "How Should Reading be Taught?" *Scientific American*. Overview of the basic research that supports the Reading First initiative.

Snow, C.E., and Burns, M.S., and Griffin, P., eds. (1998). *Preventing Reading Difficulties in Young Children*. Washington, DC: National Academy Press. Synthesis of research on how reading develops and how reading instruction should proceed. This book includes recommendations for practice and further research. <http://www.nap.edu/catalog/6023.html>

Torgesen, J.K. (Spring/Summer 1998). "Catch Them Before They Fall: Identification and Assessment to Prevent Failure in Young Children," *American Educator*. Description of the essential elements and rationale of a school wide plan to prevent reading difficulties in young children, pp. 32-39.

ILLINOIS READING FIRST PROPOSAL NARRATIVE REQUIREMENTS AND RUBRIC FOR REVIEWING AND SCORING PROPOSALS

The Illinois Reading First Program will help to improve student achievement and ensure that all children learn to read well by the end of third grade by applying scientific reading research to reading instruction. In order to fulfill the requirements of the Proposal Narrative, please respond to each item in the criteria column. School districts must meet all program requirements in order to receive funding. The ‘Meets Standard’ column describes the conditions that reviewers will expect all district proposals to meet. The ‘Exemplary’ column describes conditions that would be expected to result in the highest quality Illinois Reading First programs. The ‘Does Not Meet Standard’ column provides guidance on conditions that would not meet the standard for each criterion.

The point values assigned to each area are listed in boldface text in the first column to the left. Applicants can earn up to 150 points. An additional ten points may be awarded through the competitive priority described under Criteria for Review and Approval of Proposals.

Criteria	Does Not Meet Standard	Meets Standard	Exemplary
A. Describe the district's current reading initiatives, strengths, and weaknesses, using scientifically based reading research as a guide. Total of 10 points possible	Proposal provides insufficient information on current reading initiatives in the district and does not delineate the students and/or teachers targeted by current initiatives. Proposal lacks clear purposes or goals related to the improvement of students’ reading achievement.	Proposal provides a purposeful analysis of current reading efforts in relationship to scientifically based reading research and identifies gaps in current initiatives and programmatic needs related to establishing an Illinois Reading First Program.	Proposal provides a detailed analysis of current efforts in eligible Reading First schools to improve K-3 reading achievement, purposefully identifies gaps in current initiatives, and prioritizes programmatic needs related to scientifically based reading research.

Criteria	Does Not Meet Standard	Meets Standard	Exemplary
B. District's Comprehensive Illinois Reading First Plan			
<p>B.1 Describe the district's process and criteria for selecting schools to implement Reading First.</p> <p>Total of 10 points possible</p>	<p>Proposal does not adequately demonstrate how the district will identify schools to be served and the criteria used by the district in its selection.</p>	<p>Proposal demonstrates how the district will identify schools to be served, the criteria used by the district in its selection, and the district's capacity to serve the schools.</p>	<p>Proposal demonstrates how the district prioritized schools for participation and provides justification for including and excluding schools.</p>
<p>B.2 Describe how the district will administer DIBELS for screening and outcome purposes, as well as how the district will select and administer diagnostic and progress monitoring instructional assessments. Also describe how data from the various assessments will be used to inform decisions for student interventions.</p> <p>NOTE: Districts not proposing to use DIBELS for progress monitoring at the midpoint of the school year also must complete Attachment 4a.</p> <p>Total of 15 points possible</p>	<p>Proposal inadequately demonstrates the district's plan for using valid and reliable screening (as applicable) diagnostic, progress monitoring, and outcome instructional assessments that are aligned with the instructional program.</p>	<p>a. Proposal demonstrates adequate district plan for:</p> <ul style="list-style-type: none"> i. selecting, as applicable, and administering valid and reliable screening, diagnostic, progress monitoring, and outcome assessments; ii. using information from assessments to make valid and reliable instructional decisions for K-3 students and to inform decisions about appropriate interventions; and iii. scheduling all assessments throughout the school year. 	<p>a. Proposal demonstrates a well-detailed district plan for:</p> <ul style="list-style-type: none"> i. providing evidence that selected assessments are valid and reliable, aligned with the instructional program, and appropriate for the skills and goals of particular grades; ii. describing the processes for making instructional decisions for K-3 students and for informing decisions about appropriate interventions; and iii. having a clear schedule for all assessments for all students (including late entry or mobility considerations) throughout the school year.

Criteria	Does Not Meet Standard	Meets Standard	Exemplary
<p>B.3 Describe the reading program to be implemented and how it will meet the needs of students, is aligned with the Illinois Language Arts Performance Descriptors for the Illinois Learning Standards in reading, and is supported by scientifically based reading research.</p> <p>Total of 15 points possible</p>	<p>a. Proposed district's procedures are inadequate or missing, for example:</p> <ul style="list-style-type: none"> i. implementing instructional programs not based on scientifically based reading research, not inclusive of all five essential components or not aligned to the Illinois Language Arts Performance Descriptors for the Illinois Learning Standards in reading without clearly identifying and eliminating layers from existing non-research based resources; ii. selecting and implementing reading strategies and programs that are not complete for use as a comprehensive instructional program or do not meet the needs of all students without addressing possible interventions; and iii. using instructional strategies and programs that will enable students to reach only a basic level of reading ability. 	<p>a. Proposal demonstrates district procedures that are adequate to:</p> <ul style="list-style-type: none"> i. select and implement comprehensive instructional programs (including the appropriate teaching strategies) based on scientifically based reading research that facilitate the five essential components of reading and align with the Illinois Language Arts Performance Descriptors for the Illinois Learning Standards in reading; ii. implement a clear and specific plan to use scientifically based instructional strategies to accelerate performance and monitor progress of all students who are reading below grade level; and iii. coordinate with other programs to support effective instruction in Illinois Reading First schools. 	<p>a. Proposal demonstrates well-detailed and thorough procedures for:</p> <ul style="list-style-type: none"> i. using instructional programs including explicit and systematic instructional strategies, incorporating a coordinated instructional sequence, referencing appropriate Illinois Language Arts Performance Descriptors for the Illinois Learning Standards in reading , aligning with supplementary and intervention instructional materials, and allowing ample practice opportunities for all students; ii. aligning scientifically based reading programs explicitly to ensure that students meet or exceed the language arts standards for reading as measured by the state assessments; and iii. clearly addressing monitored needs of all students and appropriate interventions.

Criteria	Does Not Meet Standard	Meets Standard	Exemplary
<p>B.4 Describe choice and rationale for use of curricular and instructional resources designed as supplementary and intervention supports for the K-3 reading program.</p> <p>Total of 10 points possible</p>	<p>a. Proposed district's procedures are inadequate or missing, for example:</p> <ul style="list-style-type: none"> i. using resources not based on scientifically based reading research or not aligned with the comprehensive reading program; and ii. not using resources for their intended purposes (e.g., using supplemental materials as the comprehensive reading program). iii. not aligned with the Illinois Language Arts Performance Descriptors for the Illinois Learning Standards in reading. 	<p>District decisions are adequate for:</p> <ul style="list-style-type: none"> i. selecting and implementing scientifically based supplemental and intervention resources that are integrated and coordinated with the comprehensive reading program; and ii. using materials for their intended purposes without layering with non-research based resources. iii. includes alignment to the Illinois Language Arts Performance Descriptors for the Illinois Learning Standards in reading. 	<p>Proposal demonstrates well-reasoned decisions for:</p> <ul style="list-style-type: none"> i. proposed choices and ongoing review of resources to be used and presents sufficient evidence that these will effectively supplement the comprehensive reading program; and ii. the ongoing review and evaluation of previously selected materials for their basis in scientific reading research. iii. includes alignment to the Illinois Language Arts Performance Descriptors for the Illinois Learning Standards in reading.

Criteria	Does Not Meet Standard	Meets Standard	Exemplary
<p>B.5 Describe the district’s plan for instructional leadership, outlining roles and responsibilities, training to be provided and the administrative support structure for the Reading First program.</p> <p>Total of 10 points possible</p>	<p>a. Proposal demonstrates inadequate or missing components, for example :</p> <ul style="list-style-type: none"> i. not having designated individuals with clearly defined duties and responsibilities to provide instructional leadership; and ii. not providing training for principals, building leaders and district personnel related to improving reading instruction. iii. no commitment to alignment with the Illinois Language Arts Performance Descriptors for the Illinois Learning Standards in reading. 	<p>a. District's plan is adequate for:</p> <ul style="list-style-type: none"> i. designating classroom reading coaches with sufficient time and expertise to provide instructional leadership for all K-3 teachers, including clear duties and responsibilities for these individuals; and ii. enabling administrative leaders to provide effective instructional leadership in the comprehensive reading program, and support for improving reading instruction. iii. commitment to alignment with the Illinois Language Arts Performance Descriptors for the Illinois Learning Standards in reading. 	<p>a. District’s plan for instructional leadership is detailed, clear and:</p> <ul style="list-style-type: none"> i. defines the expectations, qualifications and responsibilities for classroom reading coaches who will have sufficient time and expertise to provide individualized support to classroom teachers; ii. assigns responsibilities for aligning the reading curriculum to state standards, evaluating district and school reading progress, analyzing achievement data, and making school and classroom decisions based on continuous monitoring of student progress, teacher data and reading coach input; and having committed to ensuring continuity of instructional leadership at the school level to the extent possible with necessary, ongoing professional development. iii. commitment to alignment with the Illinois Language Arts Performance Descriptors for the Illinois Learning Standards in reading.

Criteria	Does Not Meet Standard	Meets Standard	Exemplary
<p>NOTE: Use this section to complete Attachment 3A. Do not include professional development information in the Proposal Narrative (i.e., Attachment 3).</p> <p>B.6 Describe the coordinated state-, district- and school-based professional development plan, how it provides progressive and diverse learning opportunities for all Reading First staff, and how it addresses:</p> <ul style="list-style-type: none"> i. scientifically based reading research, ii. the essential components of Reading First, iii. the Illinois Language Arts Performance Descriptors for the Illinois Learning Standards in reading, and, iv. assessment implementation and interpretation <p>Total of 20 points possible</p>	<ul style="list-style-type: none"> a. Proposed district plan for choosing and delivering professional development activities is inadequate or missing and it: <ul style="list-style-type: none"> i. does not adequately address the required features of Reading First; and ii. does not show any basis of teaching needs, expertise or adequate coordination to classroom instruction; b. Proposal does not demonstrate evidence that a professional development plan is coordinated to prevent duplication or contains activities of sufficient depth and duration for long-term changes. c. Individuals with inadequate expertise and knowledge of scientifically based reading instruction are listed as professional development providers. d. does not align to the Illinois Language Arts Performance Descriptors for the Illinois Learning Standards in reading. 	<ul style="list-style-type: none"> a. Proposal describes an adequate professional development plan for district leaders, teachers, and other personnel, including K-12 special education personnel, that accesses multiple sources and: <ul style="list-style-type: none"> i. carries out intensive and focused professional development in the essential components of reading instruction; ii. addresses implementation of scientifically based comprehensive instructional programs; screening, diagnostic, and classroom-based instructional assessments; the Illinois Language Arts Performance Descriptors for the Illinois Learning Standards in reading; and the Illinois Standards Assessment Test; iii. uses a variety of delivery methods assessing the initial and ongoing professional development needs of its teachers; and iv. provides professional development that provides both initial preparation and ongoing support in implementing new strategies and programs for all Reading First staff (including administrators, trainers, coaches, teachers, etc.); b. Proposal incorporates effective and coordinated professional development planning and support for adult learners and sustained professional growth. 	<ul style="list-style-type: none"> a. Proposal demonstrates a clear, thorough, and well-detailed Reading First professional development plan for district leaders, teachers, and other personnel for: <ul style="list-style-type: none"> i. assessing the specific Reading First professional development needs of their teachers and designing professional development around those specific needs; and ii. giving teachers adequate time for learning and implementing scientifically based reading instruction, including time for study, observation, practice, application, and evaluation. b. The plan offers a varied and full range of professional development experiences that are intensive, focused, and of sufficient duration to achieve the purposes and goals of the training, including: <ul style="list-style-type: none"> i. coordinating local professional development with state activities related to improving reading achievement; ii. providing targeted professional development for teachers who need additional assistance with skills and strategies related to improving reading instruction;

Criteria	Does Not Meet Standard	Meets Standard	Exemplary
		<ul style="list-style-type: none"> c. Proposal provides an explanation of criteria used to ensure that individuals who are knowledgeable in scientifically based reading research and are experienced in program implementation were chosen to provide professional development. d. aligns to the Illinois Language Arts Performance Descriptors for the Illinois Learning Standards in reading. 	<ul style="list-style-type: none"> iii. selecting multiple professional development providers whose diverse experience and expertise includes a deep knowledge of scientifically based reading research and adult instructional experiences and coordinates with the Illinois Reading First professional development programs at the state and regional levels c. aligns to the Illinois Language Arts Performance Descriptors for the Illinois Learning Standards in reading.
<p>B.7 Describe the district-based technical assistance to be provided, along with assigned roles and responsibilities.</p> <p>Total of 10 points possible</p>	<p>a. Proposal demonstrates inadequate plans to provide technical assistance to participating schools.</p>	<ul style="list-style-type: none"> a. Proposal demonstrates adequate district procedures to provide high-quality assistance related to the implementation and coordination of Illinois Reading First to participating schools and will coordinate with the Illinois State Board of Education or other outside experts to provide this assistance. b. Proposal demonstrates adequate district procedures to provide assistance to schools in evaluating their Illinois Reading First programs. 	<p>Proposal demonstrates staff assignments for technical assistance issues, including the identification of ongoing professional development needs of individual schools, setting goals and benchmarks, and budgeting to participating schools.</p>

Criteria	Does Not Meet Standard	Meets Standard	Exemplary
<p>B.8 Describe the district’s evaluation strategies, measures and methodologies.</p> <p>Total of 20 points possible</p>	<p>a. Proposal demonstrates an evaluation plan that is inadequate to document the effectiveness of local Illinois Reading First activities for individual schools and the district as a whole.</p> <p>b. Proposal demonstrates the lack of a clear plan to make decisions based on evaluation outcomes, including interventions with and/or discontinuation of schools not making significant progress.</p>	<p>a. Proposal demonstrates a clear and adequate evaluation plan to document the effectiveness of local Illinois Reading First activities for individual schools and the district as a whole and to report reading achievement data disaggregated by gender, low-income, major racial/ethnic groups, LEP, and special education for K-3 students in Illinois Reading First schools.</p> <p>b. Proposal demonstrates how the district will make decisions related to its Illinois Reading First Program based on evaluation outcomes, including intervention with and/or discontinuation of schools not making significant progress; and</p> <p>c. Proposal includes compliance measures and assignments necessary for participation in state and national evaluations of Reading First.</p>	<p>a. Proposal describes measures the district will use to measure the effectiveness of local Illinois Reading First activities for individual schools and the district as a whole and explains how the district will report reading achievement data, using valid and reliable measures, disaggregated by gender, low income, major racial/ethnic groups, LEP, and special education for K-3 students.</p> <p>b. Proposal describes a schedule of regular staff review pertaining to:</p> <ul style="list-style-type: none"> i. program and student interventions resulting from data analysis; and ii. grade level and building progress. <p>c. Proposal describes the assignments and responsibilities for state reporting and participation in national evaluation.</p>
<p>B.9 Describe how the district will improve access to additional high-quality print materials.</p> <p>Total of 10 points possible</p>	<p>a. Proposal does not adequately demonstrate how the district will promote reading and library programs that provide student with access to engaging reading materials.</p>	<p>a. Proposal describes an adequate plan for promoting reading and library programs that provide student access (within and beyond the school) to engaging reading materials, including coordination with programs funded under the Improving Reading through School Libraries Program, if applicable.</p>	<p>a. Proposal describes a thorough and detailed plan of how the district and schools will promote reading and library programs and partnerships that provide student access to a wide array of engaging reading materials, including both expository and narrative texts across learning areas.</p>

Criteria	Does Not Meet Standard	Meets Standard	Exemplary
<p>C. Describe the district’s management plan and include assigned responsibilities, timelines and reports for all program implementation, professional development and leadership requirements.</p> <p>Total of 10 points possible</p>	<p>a. Organizational chart with assigned responsibilities and timeline is unclear, inadequate and/or missing.</p> <p>b. Proposal does not delineate activities and tasks such that it is not possible to determine whether the implementation of the Illinois Reading First program will be successfully accomplished.</p> <p>c. Proposal does not clearly address steps to produce progress reports required in the Illinois Reading First program at the building, district, regional and state levels.</p>	<p>a. Proposed organizational chart and staff utilization matrix is adequate and describes the relationships among personnel assigned to the program and the amount of time they will spend on major activities.</p> <p>b. Proposal presents sufficient detail in its description of the activities and tasks (and responsible parties) in its work breakdown to determine that the district and schools know what needs to be done to implement a successful Illinois Reading First program.</p> <p>c. Proposal provides an adequate description of the reports for building, district, regional and state progress records, with reasonable timelines for completing activities, tasks, and reports, including at least one milestone per month.</p>	<p>a. Proposal provides a well-detailed and well-reasoned organizational chart and staff utilization matrix that describes the relationships among personnel assigned to the program and the amount of time they will spend on major activities.</p> <p>b. Proposal includes a clear and unambiguous, well-detailed work breakdown, indicating all the activities and tasks that need to be completed.</p> <p>c. Proposal demonstrates clear details of the steps and staff responsibilities needed to complete all reports required at building, district, regional and state levels, with definitive timelines, monthly milestones and staff assignments for completing all activities and tasks.</p>
<p>D. Describe the district’s plan for the use of Illinois Reading First funds.</p> <p>Total of 10 points possible</p>	<p>a. Proposed explanation of the use of Illinois Reading First funds and coordination with other funding sources is inadequate and/or missing.</p>	<p>a. Proposal provides an adequate explanation of and appropriate justification for the allocations of Illinois Reading First funds at individual school and district levels; includes funding for specific instructional reading assessments, reading program, instructional materials, access to reading materials, professional development, evaluation, reporting (the seven prescribed purposes of the program); and proposes not more than 3.5% general administration costs.</p> <p>b. Proposal describes how the district will use other funds to complement its Illinois Reading First funds.</p>	<p>a. Proposal provides a thorough and well-reasoned explanation of and justification for the allocations of Illinois Reading First funds to the seven required purposes and proposes sufficient local resources to maintain program services as federal funding decreases.</p> <p>b. Proposal provides a thorough and well-reasoned explanation of how the district will use other funds to complement its Illinois Reading First funds, including a discussion of coordination with other federal programs (particularly Title I and Title II) and state and local programs.</p>