

READING FIRST CRITERIA FOR REVIEW OF STATE APPLICATIONS

The 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. This table provides guidance on criteria for the expert panel to use in reviewing State applications for Reading First grants. States must meet all program requirements in order to receive funding. The ‘Meets Standard’ column describes the conditions that reviewers will expect all State applications to meet. The ‘Exemplary’ column describes conditions that, when met in addition to those listed under ‘Meets Standard,’ would be expected to result in the highest quality Reading First programs. The ‘Does Not Meet Standard’ column provides guidance on conditions that would not meet the standard for each criterion.

Criteria	Exemplary (In addition to meeting all conditions listed in “Meets Standard”)	Meets Standard (Meets all conditions listed for each criterion)	Does Not Meet Standard (Does not meet one or more of the conditions listed for each criterion)
I. Improving Reading Instruction			
A. Current Reading Initiatives and Identified Gaps	1. Proposal meets all conditions listed under ‘Meets Standard.’ 2. Proposal provides a detailed description of current federal (including REA), state, and local efforts in eligible Reading First LEAs and schools to improve K-3 reading achievement and identifies gaps in current initiatives and programmatic needs related to scientifically based reading research.	1. Proposal provides information regarding current federal (including REA), and state efforts to improve K-3 reading achievement and identifies gaps in current initiatives and programmatic needs related to scientifically based reading research.	1. Proposal provides little information on current reading initiatives in State and does not delineate the students and/or teachers targeted by current initiatives. 2. Proposal lacks clear purposes or goals related to the improvement of student reading achievement.
B. State Outline and Rationale for Using Scientifically Based Reading Research	1. Proposal meets all conditions listed under ‘Meets Standard.’	1. Proposal adequately and appropriately addresses the scientifically based reading	1. Proposal inadequately addresses scientifically based reading research and its

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	<p>2. Proposal demonstrates a deep understanding of the scientific research on the essential components of reading instruction and connects this research to plans and activities for improving K-3 reading instruction.</p> <p>3. Proposal details how scientifically based research will be applied to <u>all</u> State and local activities to improve reading instruction.</p>	<p>research and connects this research to plans and activities for improving K-3 reading instruction.</p> <p>2. Proposal details how scientifically based research will be applied to all required Reading First activities, including the selection and use of instructional strategies, professional development, instructional materials and programs, and diagnostic, screening, and classroom based instructional assessments.</p>	<p>connection to classroom instruction.</p> <p>2. Proposal inadequately integrates scientifically based reading research in State and local activities.</p> <p>3. Proposal is inconsistent with scientifically based reading research.</p> <p>4. Proposal inappropriately generalizes the application of scientifically based reading research to purposes or activities other than those addressed by the research.</p>
C. State Definition of Subgrant Eligibility	<p>1. Proposal meets all conditions listed under 'Meets Standard.'</p> <p>2. Proposal demonstrates how the SEA's definition of eligible LEAs will result in an applicant pool that is sufficiently targeted to ensure LEAs receive adequate funding and support, yet broad enough to ensure that only applications of the highest quality are</p>	<p>1. SEA definition of eligible LEAs meets the following criteria:</p> <p>a. LEA is among the LEAs in the State with the highest numbers or percentages of K-3 students reading below grade level; and</p> <p>b. LEA has jurisdiction over at least one of the following:</p>	<p>1. Proposal does not provide SEA definition of eligible LEAs.</p> <p>2. SEA definition of eligible LEAs does not meet eligibility requirements as laid out in the Reading First legislation.</p> <p>3. SEA definition of eligible LEAs does not allow for geographic</p>

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	<p>funded.</p> <p>3. Proposal names LEAs in the State that meet eligibility definition.</p>	<p>i. geographic area that includes an empowerment zone or enterprise community;</p> <p>ii. significant number or percentage of schools identified for Title I school improvement; or</p> <p>iii. highest numbers or percentages of children who are counted for allocations under Title I, Part A.</p> <p>2. SEA's definition ensures geographic diversity of eligible LEAs across State that includes both rural and urban areas.</p> <p>3. Proposal identifies the number and percentage of LEAs in the State that meet the eligibility definition.</p>	<p>diversity across State.</p> <p>4. SEA definition of eligible LEAs will not result in an appropriately sized eligibility pool.</p>
D. Selection Criteria for Awarding Subgrants	<p>1. Proposal meets all conditions listed under 'Meets Standard.'</p> <p>2. Proposal addresses subgrant selection criteria i – xi below and clearly demonstrates how the SEA will evaluate</p>	<p>1. Proposal sufficiently addresses subgrant selection criteria i - xi below.</p>	<p>1. Proposal is missing one or more of the subgrant selection criteria and/or one or more of the subgrant selection criteria does not meet the standard.</p>

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	<p>coordination among all local Reading First activities.</p> <p>3. Proposal includes a draft Request for Proposals and draft of the scoring rubric that will be used for reviewing and selecting subgrant awardees.</p>		
i. Schools to be served	<p>1. Proposal meets all conditions listed under 'Meets Standard.'</p> <p>2. Proposal demonstrates how subgrant selection procedure will evaluate the strategy used by LEAs in identifying schools to be served, including identifying schools that will not be served that meet eligibility criteria.</p>	<p>1. Proposal demonstrates how subgrant selection procedure will evaluate LEAs' capacity to serve proposed Reading First schools, including identifying schools to be served and the criteria used by the LEA in their selection.</p>	<p>1. Proposal does not adequately demonstrate how subgrant selection procedure will evaluate LEAs' capacity to serve proposed Reading First schools, including identifying schools to be served and the criteria used by the LEA in their selection.</p>
ii. Instructional Assessments	<p>1. Proposal meets all conditions listed under 'Meets Standard.'</p> <p>2. Proposal demonstrates how subgrant selection procedure will result in selected LEAs and schools:</p> <p>a. using information from valid and reliable screening, diagnostic, and classroom-based assessments to make instructional decisions for K-3 students and to inform decisions about</p>	<p>1. Proposal demonstrates how subgrant selection procedure will result in selected LEAs and schools:</p> <p>a. selecting and administering screening, diagnostic, and classroom based instructional assessments;</p> <p>b. providing evidence that assessments are valid and reliable</p>	<p>1. Proposal inadequately demonstrates how subgrant selection procedure will result in selected LEAs and schools using valid and reliable screening, diagnostic, and classroom based instructional assessments that are aligned with the instructional program.</p>

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	<p>appropriate interventions;</p> <p>b. having a clear schedule for assessments and using assessments that are appropriate for the skills and goals of particular grades.</p>	<p>and are aligned with the instructional program.</p>	
<p>iii. Instructional Strategies and Programs</p>	<p>1. Proposal meets all conditions listed under 'Meets Standard.'</p> <p>2. Proposal demonstrates how subgrant selection procedure will result in selected LEAs and schools:</p> <p>a. using instructional strategies and programs that teach the five components of reading, include explicit and systematic instructional strategies, have a coordinated instructional sequence, are aligned with instructional materials, and allow ample practice opportunities;</p> <p>b. offering students explicit, systematic instruction in phonemic awareness (e.g., isolating and manipulating the sounds in words); phonics (e.g., blending sounds, using texts that allow students to practice their phonics knowledge);</p>	<p>1. Proposal demonstrates how subgrant selection procedure will result in selected LEAs and schools:</p> <p>a. implementing instructional strategies based on scientifically based reading research;</p> <p>b. selecting and implementing scientifically based comprehensive reading programs that provide instruction to all K-3 students;</p> <p>c. using instructional strategies and programs that teach the five essential components of reading;</p> <p>d. using instructional strategies and programs that will enable students to reach the level of reading proficiency;</p>	<p>1. Proposed subgrant selection procedure will result in selected LEAs and schools:</p> <p>a. implementing instructional strategies not based on scientifically based reading research;</p> <p>b. selecting and implementing reading programs that lack a scientific research base that meets rigorous and clearly defined standards;</p> <p>c. selecting and implementing reading programs that are not complete for use as a comprehensive instructional program;</p> <p>d. selecting and implementing</p>

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	<p>fluency (e.g., assisted, repeated oral reading); comprehension (e.g., summarizing text, graphic and semantic organizers, asking and answering questions, summarization); and vocabulary (e.g., repeated exposure to the meanings of words in varieties of contexts);</p> <p>c. aligning scientifically based reading programs with state standards to ensure that students reach the level of proficiency or better on state reading/language arts assessments;</p> <p>d. selecting and implementing instructional programs from an SEA-prepared resource of options that are based on scientifically based reading research, which specifies how these programs include the essential components of reading instruction and effective program design elements.</p>	<p>e. implementing a clear and specific plan to use scientifically based instructional strategies to accelerate performance and monitor progress of students who are reading below grade level;</p> <p>f. selecting and implementing scientifically based comprehensive reading programs, without layering selected programs on top of non-research based programs already in use.</p> <p>2. Proposal identifies the rigorous and clearly defined standards the SEA will use to evaluate the scientific research base of instructional programs and strategies.</p>	<p>reading programs that meet the instructional needs of only some students, leaving the needs of other students to be met elsewhere or at other times;</p> <p>e. using instructional strategies and programs that do not teach the five essential components of reading;</p> <p>f. using instructional strategies and programs that will enable students to reach only a basic level of reading ability;</p> <p>g. using instructional strategies that teach students to use context or picture cues as primary means for word identification;</p> <p>h. relying primarily on instructional strategies that engage students in independent, silent reading with minimal guidance and feedback.</p>
iv. Instructional Materials (beyond Instructional Programs and Strategies in section II(c)(iii))	1. Proposal meets all conditions listed under 'Meets Standard.'	1. Proposal demonstrates how subgrant selection procedure will result in selected LEAs and	1. Proposed subgrant selection procedure will result in selected LEAs and schools:

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above)	2. Proposal demonstrates how subgrant selection procedure will result in selected LEAs and schools using instructional materials that support the teaching of the five components of reading, include effective program elements such as explicit instructional strategies, a coordinated instructional sequence, and ample practice opportunities, and are aligned with the comprehensive reading program.	schools: a. selecting and implementing scientifically based instructional materials, including supplemental and intervention programs and materials, that are integrated and coordinated with the comprehensive reading program; b. using instructional materials for their intended purposes (e.g., supplemental, intervention).	a. using instructional strategies not based on scientifically based reading research; b. not aligning additional instructional materials with the comprehensive reading program; c. using instructional materials that are not compatible with the comprehensive reading program; d. not using instructional materials for their intended purpose (e.g., using supplemental materials as the comprehensive reading program).
v. Instructional Leadership	1. Proposal meets all conditions listed under 'Meets Standard.' 2. Proposal demonstrates how subgrant selection process will result in selected LEAs and schools: a. having a leader with sufficient authority who has responsibility for aligning the reading curriculum to State	1. Proposal demonstrates how subgrant selection process will result in selected LEAs and schools: a. having designated individuals with sufficient time and expertise to provide instructional leadership and clear duties and responsibilities for these	1. Proposal does not adequately demonstrate how the subgrant selection process will result in selected LEAs and schools: a. having designated individuals with clearly defined duties and responsibilities to provide instructional leadership;

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	<p>standards, evaluating LEA and school reading progress, analyzing achievement data, and making real time school and classroom decisions based on continuous progress monitoring of student and teacher data;</p> <p>b. providing mandatory training for principals and building leaders in the essential components of reading and the specific instructional programs and materials in use in their buildings, including the scientific base, implementation process and progress monitoring related to those programs and materials;</p> <p>c. having committed to ensuring continuity of instructional leadership at the school level to the extent possible.</p>	<p>individuals;</p> <p>b. providing training for principals and building leaders in the essential components of reading and their application to instructional programs and materials, implementation processes and progress monitoring;</p> <p>c. providing training for LEA personnel to improve their knowledge and skills related to scientifically based reading research and improving reading instruction.</p>	<p>b. providing training for principals and building leaders related to improving reading instruction;</p> <p>c. providing training for LEA personnel related to improving reading instruction.</p>
vi. District and School Based Professional Development	<p>1. Proposal meets all conditions listed under 'Meets Standard.'</p> <p>2. Proposal describes how subgrant selection process will result in selected LEAs and schools:</p> <p>a. having a clear plan with explicit</p>	<p>1. Proposal describes how subgrant selection process will result in selected LEAs and schools:</p> <p>a. having a clear plan and process for the delivery of professional development to K-3 teachers and</p>	<p>1. Proposal for subgrant selection procedure will result in selected LEAs and schools with an inadequate plan and process for the delivery of professional development.</p> <p>2. Proposal for subgrant selection</p>

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	<p>means for assessing the specific professional development needs of their teachers and designing professional development around those specific needs;</p> <p>b. offering 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;</p> <p>c. giving teachers adequate time for learning and implementing scientifically based reading instruction, including time for study, observation, practice, application, and evaluation;</p> <p>d. coordinating local professional development with State activities related to improving reading achievement.</p>	<p>K-12 special education teachers;</p> <p>b. carrying out intensive and focused professional development in: (i) essential components of reading instruction; (ii) implementing scientifically based instructional materials, programs, and strategies; and (iii) screening, diagnostic, and classroom-based instructional assessments using a variety of delivery methods;</p> <p>c. providing professional development that provides both initial preparation and ongoing support in implementing new strategies and programs;</p> <p>d. using individuals highly knowledgeable of scientifically based reading instruction and experienced in program implementation to provide professional development;</p> <p>e. providing ongoing development and support to those serving as</p>	<p>procedure will result in LEAs and schools with professional development plans that are not adequately coordinated with classroom instruction.</p> <p>3. Proposal for subgrant selection procedure will result in selected LEAs and schools using single-event workshops as the main delivery mechanism for professional development.</p> <p>4. Proposal for subgrant selection process will result in selected LEAs and schools using individuals with inadequate expertise and knowledge of scientifically based reading instruction as professional development providers.</p> <p>5. Proposal for subgrant selection process will result in schools in selected LEAs implementing individual, uncoordinated professional development plans that are not aligned with the LEA's</p>

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		<p>trainers and coaches;</p> <p>f. offering professional development in state reading standards and assessments;</p> <p>g. providing targeted professional development for teachers who need additional assistance with skills and strategies related to improving reading instruction.</p>	<p>professional development plan or lead to the duplication of efforts.</p> <p>6. Proposal does not adequately describe how professional development will be provided to K-12 special education teachers.</p>
vii. District Based Technical Assistance	<p>1. Proposal meets all conditions listed under 'Meets Standard.'</p> <p>2. Proposal demonstrates how subgrant selection process will result in selected LEAs that will provide high quality technical assistance related to identifying professional development needs of individual schools, setting goals and benchmarks, and budgeting to participating schools.</p>	<p>1. Proposal demonstrates how subgrant selection procedure will result in selected LEAs that will provide high quality assistance related to the implementation of Reading First to participating schools, and/or will coordinate with the SEA or other outside experts to provide this assistance.</p> <p>2. Proposal demonstrates how subgrant selection process will result in selected LEAs that will</p>	<p>1. Proposal for subgrant selection process will result in selected LEAs with inadequate plans to provide technical assistance to participating schools.</p>

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		provide assistance to schools in evaluating their Reading First programs.	
viii. Evaluation Strategies	<p>1. Proposal meets all conditions listed under 'Meets Standard.'</p> <p>2. Proposal demonstrates how subgrant selection process will result in selected LEAs that have specifically described the valid and reliable measures they will use to document the effectiveness of local Reading First activities for individual schools and the LEA as a whole.</p> <p>3. Proposal demonstrates how subgrant selection process will result in selected LEAs that will report reading achievement data, using valid and reliable measures, disaggregated by low-income, major racial/ethnic groups, LEP, and special education for K-3 students in Reading First schools.</p>	<p>1. Proposal demonstrates how subgrant selection process will result in selected LEAs that have a clear evaluation plan to document the effectiveness of local Reading First activities for individual schools and the LEA as a whole.</p> <p>2. Proposal demonstrates how subgrant selection process will result in selected LEAs that will report reading achievement data disaggregated by low-income, major racial/ethnic groups, LEP, and special education for K-3 students in Reading First schools.</p> <p>3. Proposal demonstrates how subgrant selection process will result in selected LEAs that have a clear plan to make decisions related to their Reading First programs based on evaluation outcomes, including intervention with and/or discontinuation of</p>	<p>1. Proposal demonstrates that subgrant selection process will result in selected LEAs that lack a clear plan to document the effectiveness of local Reading First activities for individual schools and the LEA as a whole.</p> <p>2. Proposal demonstrates that subgrant selection process will result in selected LEAs that lack a clear plan to make decisions based on evaluation outcomes, including interventions with and/or discontinuation of schools not making significant progress.</p>

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		schools not making significant progress.	
ix. Access to Print Materials	<p>1. Proposal meets all conditions listed under 'Meets Standard.'</p> <p>2. Proposal demonstrates how subgrant selection process will result in selected LEAs and schools promoting reading and library programs that provide student access to a wide array of engaging reading materials, including both expository and narrative texts.</p>	<p>1. Proposal demonstrates how subgrant selection process will result in selected LEAs promoting reading and library programs that provide student access to engaging reading materials, including coordination with programs funded under the Improving Reading through School Libraries program, if applicable.</p>	<p>1. Proposal does not adequately demonstrate how subgrant selection process will result in selected LEAs promoting reading and library programs that provide student access to engaging reading materials.</p>
x. Additional Criteria	<p>1. Proposal meets all conditions listed under 'Meets Standard.'</p> <p>2. Proposal includes a draft local Request for Proposals (RFP) that details what additional criteria SEA will use in awarding subgrants.</p>	<p>1. Proposal demonstrates how subgrant selection process will result in selected LEAs and schools detailing all additional uses of local Reading First funds, which are based on scientifically based reading research and coordinated with the LEA's overall Reading First plan.</p> <p>2. Proposal demonstrates how additional criteria used by SEA in selecting and awarding subgrants are based on scientifically based reading research and are aligned and coordinated with the State's</p>	<p>1. Proposal does not adequately demonstrate how subgrant selection process will result in selected LEAs and schools detailing all additional uses of local Reading First funds and/or that these additional uses are based on scientifically based reading research and coordinated with the LEA's overall Reading First plan.</p> <p>2. Proposal does not adequately demonstrate how additional criteria used by SEA in selecting and awarding subgrants are based on scientifically based reading</p>

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		overall Reading First plan.	research and are aligned and coordinated with the State's overall Reading First plan.
xi. Competitive Priorities	<p>1. Proposal meets all conditions listed under 'Meets Standard.'</p> <p>2. Proposal describes the rationale for any and all additional competitive priorities SEA will use in awarding subgrants.</p> <p>3. Proposal demonstrates how subgrant selection process will result in priority being given to LEAs that can demonstrate:</p> <p>a. evidence of successful implementation of instructional strategies and programs based on scientifically based reading research;</p> <p>b. leadership capacity and commitment to raising student reading achievement;</p> <p>c. the need for Reading First funds in the specific schools to be served;</p> <p>d. leveraging existing resources with</p>	<p>1. Proposal demonstrates how subgrant selection process will result in priority being given to eligible LEAs in which:</p> <p>a. at least 15% of students served in the LEA are from families with incomes below the poverty line; or</p> <p>b. at least 6,500 children in the LEA are from families with incomes below the poverty line.</p> <p>2. Proposal describes any other competitive priorities set at the discretion of the SEA, and demonstrates that these priorities will provide a competitive edge in the subgrant selection process, rather than preclude non-priority LEAs or programs.</p>	<p>1. Proposal does not demonstrate how subgrant selection process will result in priority being given to eligible LEAs in which (a) at least 15% of students served in LEA are from families with incomes below the poverty line; or (b) 6,500 children in the LEA are from families with incomes below the poverty line.</p> <p>2. Proposal describes additional competitive priorities that preclude non-priority LEAs or programs.</p> <p>3. Proposal describes additional competitive priorities that negate the effect of the required priority.</p>

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	<p>Reading First funds to maximize overall effects;</p> <p>e. the ongoing use of valid and reliable measures to document reading progress;</p> <p>f. receipt of an Early Reading First grant award.</p>		
E. Process for Awarding Subgrants	<p>1. Proposal meets all conditions listed under 'Meets Standard.'</p> <p>2. Proposal includes a plan for dissemination of information to eligible LEAs that ensures that all eligible LEAs are well informed of the opportunity and procedures for applying for Reading First subgrants.</p> <p>3. Proposal includes a draft Request for Proposals (RFP) and scoring rubric.</p> <p>4. Proposed subgrant procedures include pre-application workshops and meetings for eligible LEAs to ensure applications of the highest quality.</p> <p>5. Proposed subgrant procedures</p>	<p>1. Proposal describes the procedure for notifying all eligible LEAs in the State of the availability of competitive Reading First subgrants and the application requirements.</p> <p>2. Proposal describes how the subgrant selection process will work, including the number and size of anticipated subgrants, a timeline for the subgrant process, and description of the review process.</p> <p>3. Proposal describes how the minimum subgrant requirement will be met, as well as how the SEA will ensure that subgrants are of</p>	<p>1. Proposal does not include an adequate description of the subgrant process.</p> <p>2. Proposal does not include an adequate dissemination plan for notifying eligible LEAs about the availability of Reading First subgrants and the application requirements.</p> <p>3. The number and/or size of anticipated grants described in the proposal is not conducive to providing subgrants of sufficient size and scope to allow LEAs and schools to implement all activities successfully.</p>

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	<p>ensure that individuals highly knowledgeable of scientifically based reading instruction will serve as reviewers for applications.</p> <p>6. Proposal describes what training will be provided to reviewers of LEA Reading First applications.</p>	<p>sufficient size and scope to allow LEAs and schools to implement all activities successfully.</p> <p>4. Proposal describes the qualifications that will be required of reviewers of LEA Reading First applications.</p>	<p>4. The timeline described in the proposal lacks key activities.</p> <p>5. Proposal describes an inadequate review process.</p>
F. State Professional Development Plan	<p>1. Proposal meets all conditions listed under 'Meets Standard.'</p> <p>2. Proposal describes how SEA assessed the professional development needs of its teachers and designed professional development around these specific needs.</p> <p>3. Proposal details a professional development plan that 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.</p> <p>4. Proposal details a professional development plan that allows teachers adequate time for learning and</p>	<p>1. Proposal details a State professional development plan that describes how K-3 teachers, including special education teachers, both in Reading First and non-Reading First schools, will receive:</p> <p>a. preparation in the essential components of reading;</p> <p>b. information on scientifically based instructional strategies, programs, and materials; and</p> <p>c. instruction in the use of screening, diagnostic, and classroom-based instructional assessments.</p>	<p>1. Proposal describes an inadequate professional development plan.</p> <p>2. Proposal details the use of single-event workshops as the main delivery mechanism for State professional development.</p> <p>3. Proposal describes how individuals with inadequate expertise and knowledge of scientifically based reading instruction as professional development providers.</p> <p>4. Proposal does not adequately describe how professional development will be provided to K-3 teachers in schools not</p>

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	<p>implementing scientifically based reading instruction, including time for study, observation, practice, application, and evaluation.</p> <p>5. Proposal includes plans for representatives of institutions of higher education to participate in professional development on improving reading instruction to strengthen the alignment between teacher preparation and classroom instruction.</p>	<p>2. Proposal describes how statewide professional development will be provided by individuals highly knowledgeable about scientifically based reading instruction and experienced in program implementation.</p> <p>3. Proposal for statewide professional development includes a plan for strengthening and enhancing teacher preparation in scientifically based reading instruction at public institutions of higher education.</p>	<p>participating in Reading First.</p> <p>5. Proposal does not adequately describe how professional development will be provided to K-3 special education teachers.</p>
G. Integration of Proposed Reading First Activities with REA Activities (if applicable)	<p>1. Proposal meets all conditions listed under 'Meets Standard.'</p> <p>2. Proposal demonstrates that a rigorous analysis of REA activities and outcomes to date was conducted to determine which activities to continue, modify, or discontinue.</p>	<p>1. Proposal outlines current REA activities and progress achieved and describes how those activities will be integrated or discontinued as part of the State's Reading First plan.</p>	<p>1. Proposal does not adequately describe the relationship of Reading First activities to REA activities.</p>
II. State Leadership and Management			
A. State Technical Assistance Plan	<p>1. Proposal meets all conditions listed under 'Meets Standard.'</p>	<p>1. Proposal details the SEA's plan to provide sufficient technical assistance to LEAs and schools</p>	<p>1. Plan for technical assistance is inadequate for supporting State's proposed Reading First plan.</p>

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	<p>2. Proposal contains a detailed state technical assistance plan, including a timeline for specific technical assistance activities and a description of individuals who will provide technical assistance.</p> <p>3. Proposed monitoring activities include ongoing site visits to Reading First LEAs and schools.</p>	<p>participating in Reading First, including, at a minimum:</p> <p>a. selecting and implementing scientifically based reading programs;</p> <p>b. selecting screening, diagnostic, and classroom-based instructional assessments; and</p> <p>c. identifying professional development providers who are highly knowledgeable of scientifically based reading instruction.</p> <p>2. Proposal details SEA plans for monitoring the progress of Reading First LEAs and schools.</p>	
B. Building Statewide Infrastructure	<p>1. Proposal meets all conditions listed under 'Meets Standard.'</p> <p>2. Proposal demonstrates how Reading First will be used as the foundation for improving K-3 reading instruction throughout the entire state, including non-Reading First schools.</p>	<p>1. Proposal describes how the SEA will use Reading First to build a Statewide commitment to improving K-3 reading instruction and raising K-3 reading achievement.</p> <p>2. Proposal details what SEA</p>	<p>1. Proposal demonstrates inadequate State leadership for the Reading First program.</p> <p>2. Proposal does not include an assurance that the Governor of the State, in consultation with the SEA, has established a Reading</p>

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	<p>3. Proposal includes information regarding full-time dedicated SEA leadership whose sole commitment is to improving K-3 reading achievement, including Reading First.</p> <p>4. Proposal includes resumes for SEA leadership, including expertise in scientifically based reading instruction.</p> <p>5. Proposal includes a list of the Reading Leadership Team members, a copy of the mission statement for the Team, information on proposed Team activities and how the activities will link ongoing reading and literacy activities in the state, a timeline for implementation, and the resources that will be available for the Team.</p>	<p>leadership will be dedicated to the Reading First Program.</p> <p>3. Proposal includes an assurance that the Governor of the State, in consultation with the SEA, has established a Reading Leadership Team that coordinated the development of the application and that will assist in the oversight and evaluation of the State's Reading First program.</p>	<p>Leadership Team that coordinated the development of the application and that will assist in the oversight and evaluation of the State's Reading First program.</p>
C. State Management Plan	<p>1. Proposal meets all conditions listed under 'Meets Standard.'</p> <p>2. Proposal provides evidence, such as resumes, that all SEA Reading First staff have experience and knowledge of scientifically based reading instruction.</p>	<p>1. Proposal demonstrates that the proposed staff for Reading First is sufficient and qualified to support the number and needs of selected LEAs and schools.</p> <p>2. Proposal includes a detailed timeline of activities, including</p>	<p>1. Proposal does not include sufficient staff for successfully carrying out State's Reading First plan.</p> <p>2. Proposal does not include a complete timeline of activities, including benchmarks and goals,</p>

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	<p>3. Proposal includes a detailed budget, including a budget justification and narrative that clearly demonstrates the feasibility of the State's plan.</p> <p>4. Proposal describes how the State will coordinate Reading First with other literacy programs in the State (Federal, State, and local) and infuse the principles of scientifically based research into all programs.</p>	<p>benchmarks and goals, for carrying out the Reading First program.</p> <p>3. Proposal demonstrates that the proposed allocation of resources will be sufficient to carry out successfully the State's Reading First plan.</p> <p>4. Proposal describes how the State will build on and promote coordination among literacy programs in the State (Federal, State, and Local) to increase the effectiveness of these programs and to avoid duplication of Reading First efforts.</p>	<p>for carrying out the Reading First program.</p> <p>3. Proposal allocates inadequate resources to carry out State's Reading First plan.</p>
III. State Reporting and Evaluation			
A. Evaluation Strategies	<p>1. Proposal meets all conditions listed under 'Meets Standard.'</p> <p>2. Proposal includes information on the qualifications of the external evaluator(s) or a Request for Proposals detailing the qualifications of the evaluator(s).</p>	<p>1. Proposal describes a clear plan to regularly evaluate the progress participating LEAs are making in improving reading achievement.</p> <p>2. Proposal details how, to the extent practicable, the State will contract with an entity that</p>	<p>1. Proposal does not adequately describe a plan to regularly evaluate the progress participating LEAs are making in improving achievement.</p> <p>2. Proposed evaluation will not result in valid and reliable</p>

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	<p>3. Proposal details the research questions for the evaluation and ensures that the methodologies and instruments chosen for the evaluation are appropriate for answering the questions.</p> <p>4. Proposed evaluation strategies include a detailed description of the valid and reliable measures and instruments that will be used to assess reading achievement.</p> <p>5. Proposed evaluation strategies are part of a coherent Federal/State/local assessment strategy that meets all the relevant requirements and objectives, but minimizes the testing burden on schools.</p>	<p>conducts scientifically based reading research to evaluate and report on its Reading First program.</p> <p>3. Proposal includes a timeline for conducting the evaluation and includes a description of the valid and reliable measures and instruments that will be used to assess reading achievement.</p> <p>3. Proposal demonstrates how the SEA will make decisions related to their Reading First program based on evaluation outcomes, including intervention with and/or discontinuation of LEAs not making significant progress.</p>	<p>information for measuring and explaining student reading achievement.</p> <p>3. Proposal does not demonstrate an adequate plan for making decisions based on evaluation outcomes, including intervention with and/or discontinuation of LEAs not making significant progress.</p>
B. State Reporting	<p>1. Proposal meets all conditions listed under 'Meets Standard.'</p> <p>2. Proposal details how the SEA will use valid and reliable measures for all reporting and evaluation.</p>	<p>1. Proposal describes how the SEA will report on having met all its obligations in implementing the Reading First program.</p> <p>2. Proposal details how the SEA will fulfill all Reading First reporting</p>	<p>1. Proposal does not adequately describe how the SEA will meet all Reading First reporting requirements.</p>

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	3. Proposal details how the SEA will report on LEAs and schools whose Reading First funding has been discontinued due to lack of progress in raising K-3 reading achievement.	requirements, including: <ul style="list-style-type: none"> a. progress of Reading First LEAs and schools in reducing the number of grades 1-3 students reading below grade level; b. whether the SEA and LEAs within the state have significantly increased the percentage of students reading at grade level or higher, disaggregated by low-income, major racial/ethnic groups, LEP, and special education; c. LEAs and schools making the largest gains in reading achievement. 	
C. Participation in National Evaluation	1. Proposal meets all conditions listed under 'Meets Standard.' 2. Proposal indicates the SEA's willingness to participate in the identification of comparison LEAs and schools for use in the national evaluation of Reading First.	1. Proposal includes an assurance that, if asked, the SEA and Reading First LEAs, will agree to participate in the national evaluation of Reading First.	1. Proposal does not include an assurance that, if asked, the SEA and Reading First LEAs, will agree to participate in the national evaluation of Reading First.

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IV. CLASSROOM LEVEL IMPACT			
A. Key Reading First Classroom Characteristics	<p>1. Proposal meets all conditions listed under 'Meets Standard.'</p> <p>2. Proposal demonstrates that the State's implementation of its Reading First plan will result in classrooms with a protected, dedicated block of time for reading instruction of more than 90 minutes per day.</p>	<p>1. Proposal demonstrates that the State's implementation of its Reading First program will result in classrooms with the following characteristics:</p> <p>a. Implementation of a high-quality reading program based on scientifically based research that includes instructional content based on the 5 essential components of reading;</p> <p>b. Coherent instructional design that includes explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, and aligned student materials;</p> <p>c. Ongoing use of assessments that inform instructional decisions;</p> <p>d. Protected, dedicated block of time for reading instruction;</p>	<p>1. Proposed plans and strategies do not demonstrate the critical classroom elements necessary to improve reading achievement.</p> <p>2. Proposal promotes the use of inflexible, whole-class instruction as the primary strategy.</p> <p>3. Proposal promotes the use of instructional strategies that meet the needs of only some students, leaving the needs of other students to be met elsewhere or at other times.</p>

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		<p>e. Clear expectations for student reading achievement and clear strategies for monitoring progress;</p> <p>f. Small group instruction as appropriate to meet student needs, with placement and movement based on ongoing assessment;</p> <p>g. Active student engagement in variety of reading-based activities, which are connected to the essential components of reading and to clearly articulated academic goals;</p> <p>h. Instruction is designed to bring all children to grade level, with appropriate, scientifically based intervention strategies aligned with classroom instruction designed for students not making sufficient progress.</p>	

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B. Coherence	<p>1. Proposal meets all conditions listed under 'Meets Standard.'</p> <p>2. Proposal demonstrates that the SEA's Reading First program has the potential of being expanded to all schools and impacting classroom reading instruction statewide.</p> <p>3. Proposal demonstrates how scientifically based reading instruction will be incorporated into Title I and other reading activities.</p> <p>4. Proposal demonstrates coherence between pre-school and K-3 literacy strategies.</p>	<p>1. Proposal demonstrates that the SEA's Reading First program will impact classroom reading instruction by meeting the stated needs of targeted LEAs and schools and integrating scientifically based reading research into all activities.</p> <p>2. Proposal demonstrates that all activities are integrated and will operate in a coherent and seamless fashion.</p>	<p>1. Proposal does not adequately demonstrate that the Reading First program will impact classroom reading instruction by meeting the stated needs of targeted LEAs and schools and/or adequately integrating scientifically based reading research into all activities.</p> <p>2. Proposal does not adequately demonstrate that all proposed activities are integrated and will operate in a coherent fashion.</p>