

REQUEST FOR PROPOSAL

2010
SUMMER SCHOOL GRANT PROGRAM
FOR ACADEMIC ACHIEVEMENT

Pursuant to:
(22-7-801 through 22-7-807, C.R.S.)

Proposals Due: Monday, March 1, 2010

For program questions contact:

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Issued by:

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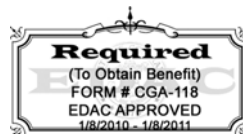


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SUMMER SCHOOL GRANT PROGRAM FOR ACADEMIC ACHIEVEMENT

REQUEST FOR PROPOSAL

Proposals Due: Monday, March 1, 2010

Introduction	This Request for Proposal (RFP) is designed to distribute funds to a school district, consortium of school districts, and/or Institute Charter School pursuant to the requirements of the Summer School Grant Program (22-7-801 through 22-7-807 C.R.S.) Currently, \$960,000 is available to applicants during the summer of 2010. These funds will be distributed by the Colorado Department of Education (CDE).
Purpose of Grant	The purpose of the RFP is to solicit applications from a school district, a group of school districts (consortium), and/or Institute Charter School to fund the operation of intensive summer school programs in reading, writing, or mathematics for eligible students. The programs and curricula funded must be designed to provide intensive instruction that is research-based, rigorous enough to demonstrate significant improvement in a student's performance in a short period of time, and administered by teachers who have been trained in the use of the program as well as a plan for continuation of support for eligible students in Fall 2010.
Eligibility	A school district, a group of school districts (consortium), and/or Institute Charter School may apply on behalf of their eligible students. An eligible student is one who is entering fifth through eighth grade and who has demonstrated <u>Unsatisfactory performance</u> on the most recent Colorado Student Assessment Program (CSAP) reading, writing, or mathematics assessment.
Funding Levels	A minimum of one grant made to a school district, a group of school districts (consortium), and/or Institute Charter School will be funded in each of the eight regional areas (Northwest, North Central, Northeast, Pike's Peak, Metro, West Central, Southeast, Southwest) of the state. The amount of each available grant will be determined based on the number of students eligible in each region (see Attachment A). Two priority points will be added to applications that include more than a single district and/or will serve a small district (less than 2000 students).
Use of Funds	Funds may be used for: ▪ Purchase of intensive, research based curricula in reading, writing and/or mathematics (See Attachment B); ▪ Valid and reliable assessments to pre- and post-test eligible students (See Attachment C); ▪ Teacher training in use of summer school curriculum and assessment; and ▪ Instructional salaries.
Review	Applications will be reviewed by CDE staff to ensure they contain all required components.
Duration of Grants	Grants will be awarded for the summer of 2010 based on most recent CSAP results demonstrating unsatisfactory performance of students within the applicable grades.
Evaluation and Reporting	Each school district, group of school districts (consortium), and/or Institute Charter School participating in the program must submit an annual report to CDE on or before October 1 following the completion of the summer school program. The report shall detail the number of eligible students who participated in the Summer School Grant Program and the curriculum used. Districts will also report levels of performance in the subject area(s) in which the summer school program was offered, based on the assessment identified by the Colorado Department of Education administered to the eligible students before and after participating in the program.

Submission Process and Deadline

The **original plus 4 copies** must be received at CDE by Monday, March 1, 2010 at 4:00 pm. In addition to the 4 hard copies, **an electronic copy of the proposal and electronic budget must be submitted to: anderson_a@cde.state.co.us**. The electronic version should include all required pieces of the proposal as one document. Faxes will not be accepted. Incomplete or late proposals will not be considered.

Application materials and budget are available for download on the CDE Website at:
<http://www.cde.state.co.us/cdecomp/summerschool.htm>.

Proposals will be due **by 4 p.m. on Monday, March 1, 2010** to:

**Ashley Anderson
Colorado Department of Education
Competitive Grants and Awards
1560 Broadway, Suite 1450
Denver, CO 80202**

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Submit an electronic copy of the proposal (with electronic budget) to:
anderson_a@cde.state.co.us

Required Elements

The format outlined below **must be followed** in order to assure consistent application of the evaluation criteria. Proposals must be submitted in the following order:

- Component I:** Cover Page/Signature Page(s) and Executive Summary (1/2 page);
- Component II:** Curricular Description (1-2 pages);
- Component III:** Assessment Description (1 page); and
- Component IV:** Budget Form and Narrative.

Grants must be limited to no more than **10 pages of narrative**. Addenda may be attached for curricula review and student data.

Application Format:

- All pages must be standard letter size, (8-1/2" x 11"), using 12 point font single-spaced;
- Use a document footer with the applicant identified. Use 1-inch margins;
- Number all pages;
- The signature page must include signature of the school district Superintendent and Principal from each participating site;
- Successful applicants will be required to submit disclosure and assurance pages with original signatures; and
- Staple the pages of the original and of each copy. Do NOT use paperclips.

Summer School Application Process

The following components of the application must be submitted to CDE by Monday, March 1, 2010:

Component I	Grant Elements: ▪ Cover Page. ▪ Signature page for each school district, group of school districts (consortium), and/or Institute Charter School applying. ▪ Number of eligible students (Unsatisfactory on most current CSAP) in each of the grade levels and subject areas for whom the summer program will serve.
Component II	Description of the curriculum that the school district will use in the Summer School Grant Program: ▪ The school district must show in its application that the proposed programs/curricula are aligned with Colorado's academic content standards for reading, writing, and/or mathematics and that the proposed curriculum/curricula and program(s) of instruction are research-based and intensive enough to demonstrate significant improvement in a student's performance in a short period of time. School districts may choose from a recommended list of research-based programs with proven intensity (see Attachment B) or provide the research study as well as the rationale for use of another program. ▪ The school district must assure that teachers have been trained in the summer school curriculum that is to be used, or provide a plan for training teachers who will be providing summer school curriculum to eligible students.
Component III	Description of Assessment Plan: ▪ The school district will use the state defined assessment (see Attachment C) to pre-test at the beginning of the summer school program and post-test at the end of the summer school program. ▪ The school district will provide clear goals detailing outcomes and expected performance levels that will result from the summer school program.
Component IV	A draft budget in compliance with CDE's standard fiscal rules including a budget narrative: ▪ Budget must clearly show costs linked to activities in narrative portion of the application. ▪ Budget must be cost effective. <i>Note:</i> A final budget and budget narrative will be required after actual allocations are determined. Upon approval of a final budget and budget narrative, funds will be released to the grantees.

Evaluation and Reporting

Each school district, group of school districts (consortium), and/or Institute Charter School participating in the program must submit an annual report based on an AIMSweb data submission to CDE on or before **October 1, 2010** following the completion of the summer school program and shall include the following information:

- The exact number of eligible students who participated in the Summer School Grant Program.
- Pre and post test data in the subject area(s) in which the summer school program was offered, based on AIMSweb assessment(s) administered to the eligible students before and after participating in the program. Additionally, members of the CDE assessment and evaluation team must be granted access to all applicable AIMSweb data for all districts and schools participating in the program.

Assurances and Disclaimers

Schools/Districts/Institute Charter schools that accept funding through the **Summer School Grant Program** agree to the following assurances:

1. An assurance that the applicant will annually provide the Colorado Department of Education such information as may be required to determine if the grantee is making satisfactory progress toward achieving the funded activities. This includes participation in evaluations or studies and the submission of an annual progress report demonstrating that the selected program/curriculum is providing satisfactory results.
2. An assurance that only students who scored 'Unsatisfactory' on the previous years' state assessment will be served with Summer School Grant Program funds.
3. An assurance that at least one person will attend the required AIMSweb training and assess students pre – and post summer school to ensure fidelity of testing.
4. An assurance that the school will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
5. An assurance that funded projects will maintain appropriate fiscal and program records and that fiscal audits of this program will be conducted by the grantees as a part of their regular audits
6. An assurance that if any findings of misuse of these funds are discovered, project funds will be returned to CDE.
7. An assurance that the grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.

Funded sites will be expected to cooperate with CDE in the development and submission of certain reports to meet statutory and rule requirements. *All grantees must work with and provide requested data to the CDE evaluators for the Summer School Grant Program within the time frames specified.*

In addition, funded projects will be required to maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipient agencies annually as a part of their regular audit. Auditors should be aware of the Federal audit requirements contained in the Single Audit Act of 1984.

IF ANY FINDINGS OF MISUSE OF FUNDS ARE DISCOVERED, PROJECT FUNDS MUST BE RETURNED TO THE COLORADO DEPARTMENT OF EDUCATION. The Colorado Department of Education may terminate a grant award upon thirty (30) days notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

The applicant may subcontract for work to be performed, but shall retain sole responsibility for the project and shall be the only direct recipient of funds.

Project modifications and changes in the approved budget must be requested in writing and be approved in writing by the Colorado Department of Education before modifications are made to the expenditures. Andy Lake, of CDE's Grants Fiscal Management Unit will be the contact person for any modifications. His email address is lake_a@cde.state.co.us and his telephone number is 303-866-6829.

Budget Instructions

When completing the proposed budget and budget narrative, it is recommended that you examine costs related to intensive research-based curricula, assessment, teacher-training and instructional salaries. **Please note:** Funds may be used to supplement and not supplant any moneys currently being used to provide eligible students with reading, writing and/or math summer programs. Grants will be awarded on a one-time basis for the summer of 2010.

When the applications have been reviewed, final grant amounts will be determined and a more detailed budget may be required. The final budget will comply with the application review comments and the proposed budget.

Please remember that no grant funds can be obligated or spent until a final budget has been received and approved by CDE.

The proposed budget and the budget narrative should support the activities that are proposed in the application. There should be a clear relationship between the proposal activities and where the funds are going to be spent.

Examples of the types of expenses that may be included in each object category are listed below for guidance only. **As a reminder, expenses that will not be funded include: technological equipment (e.g., computers/laptops, LCDs), capital needs (including bookshelves or other furniture), out-of-state travel, and conferences.**

Instructional Program. Instruction includes the activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in another location, and in other learning situations such as those involving co-curricular activities. It also may be provided through some other approved media such as television, radio, telephone and correspondence. Included here are the activities of paraprofessionals, aides, tutors, and classroom assistants.

Support Program. Support services provide administrative, technical, and logistical support to facilitate and enhance instruction. These services exist as adjuncts for fulfilling the objectives of instruction, and can include professional development for teachers directly related to programs for eligible students.

(100) Salaries - Amounts paid for personal services for both permanent and temporary employees. Amounts for instruction, planning, etc. should be broken out.

(200) Employee Benefits - Amounts paid for personal services for both permanent and temporary employees. Amounts for instruction, planning, administration, etc. should be broken out.

(300) Purchased Services - Consultant fees, professional educational services and other services performed by persons or firms with specialized skills and knowledge. Other purchased services could include items such as telephone, travel, printing and postage expenditures.

(500) Other Purchased Services – Amounts paid for services rendered by organizations or personnel not on the payroll of the district (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

(600) Supplies/Materials - Office supplies, books, and other general supplies.

(800) Other Expenses - For any items that are not classified above. This category should be very limited in the amounts and type of items included. A detailed explanation of all items in this category must be included.

2010 Summer School Grant Program

PART I: COVER PAGE *(Complete and attach as the first page of proposal. Please note: All sections must be completed before submission of application.)*

Select Type of Application:

- | | |
|---|--|
| ☐ Single District/Institute Charter School Application:
<i>One district applying on behalf of eligible students within the district.</i> | ☐ Multi-District Consortium Application: <i>Multiple districts applying on behalf of eligible students within each district.</i> |
|---|--|

Please list all districts and schools that will participate:

Name of Lead Local Education Agency (LEA):

Mailing Address:

Authorized Representative & Title:

Telephone:

E-mail:

Signature:

Program Contact Person & Title:

Mailing Address:

Telephone:

E-mail:

Signature:

Fiscal Manager:

Telephone:

E-mail:

Signature:

Region: *Indicate the region(s) this proposal will directly impact*

- ☐ Metro
 ☐ Pikes Peak
 ☐ North Central
 ☐ Northwest
 ☐ West Central
☐ Southwest
☐ Southeast
☐ Northeast

Eligible Students: Please list the **total** number of eligible **Unsatisfactory** students (based on 2009 CSAP) **entering the following grades** for each subject area that will be served through this grant.

	5 th Grade	6 th Grade	7 th Grade	8 th Grade	Total
Rdg					
Wtg					
Math					

Amount Requested: *Indicate the amount of funding you are requesting.*

\$

Part I: LEA/School Information & Signature Page

(Complete and attach after cover page for each district/school applying)

District Signatures *(If applying as a single district, the 'district signatures' section only needs to be completed once. If applying as a multi-district consortium, complete this page for each district participating.)*

District Name:

School Board President Signature:

Superintendent Signature:

District Membership: *Indicate the total number of students within the district*

School Information *(Include school level information, principal signature, and eligible students table for each school participating. Attach additional pages directly after this page.)*

School Name:

Principal Name:

Telephone:

E-mail:

Principal Signature:

*Please list the **total** number of eligible students in this school **entering the following grades** for each subject area that will be served through this grant. If applicable, list the program to be used in each subject area.*

	5 th Grade	6 th Grade	7 th Grade	8 th Grade	Total
Rdg					
Wtg					
Math					
Reading Program					
Writing Program					
Math Program					

2010 Summer School Grant Program Evaluation Rubric

Part I:	Proposal Introduction	No Points
Part II:	Description of Curriculum	/25
Part III:	Assessment Plan	/15
Part IV:	Budget & Budget Narrative	/10
Total:		/50

GENERAL COMMENTS: *Please indicate support for scoring by including overall strengths and weaknesses. These comments are used on feedback forms to applicants.*

Strengths:

-
-

Weaknesses:

-
-

Required Changes:

-
-

Recommendation:

Funded_____

Not Funded_____

This element addresses Scientifically Based Research (SBR) intervention materials. Local Education Agencies (LEAs) and identified schools must have a plan for selecting and using the instructional materials for their intended purposes.

1. **Overview:** Provide a plan for the selection and implementation of SBR intervention materials to be used in the summer school program, based on the definition below. A plan must be provided for each group of students at each grade level and for each content area identified in the request for funds.
2. **Research Base:** Provide the research that supports the selection of the intervention program you have identified for the student population being served in your summer school program. Clearly demonstrate how student needs will be met by specific program chosen.
3. **Acceleration:** Clearly describe how SBR intervention materials will be used to accelerate performance of high risk students in the summer school program. Specify how this intervention differs from instruction provided in the regular school program and how it will accelerate learning and move students from Unsatisfactory on CSAP.
4. **Teacher Training:** Clearly describe how teachers have been, or will be trained in the program/curriculum chosen to accelerate student achievement in the summer school program.
5. **Explicit and Systematic Instruction:** Describe how the instructional practices (incorporated in the selected program/curriculum) include explicit and systematic instruction in each of the content areas chosen.
6. **Continuation Plan:** Provide a plan that clearly describes how support will continue for eligible students during the 2010 school year. Include: how families and students will be contacted and how data from summer school program will inform fall continuation plan.

Definitions

Scientifically Based Research (SBR): Evidence of instructional effectiveness can come from any of the following sources: (1) Demonstrated student achievement in formal testing situations implemented by the teacher, school district, or state; (2) Published findings of research-based evidence that the instructional methods being used by teachers lead to student achievement or; (3) Proof of reason-based practice that converges with a research-based consensus in the scientific literature. This type of justification of educational practice becomes important when direct evidence is not available (a direct test of the instructional efficacy of a particular method is absent), but there is a theoretical link to research-based evidence that can be traced (*Using Research and Reason in Education: How teachers can use scientifically based research to make curricular and instructional decisions*, Stanovich and Stanovich, 2003).

Characteristics of Effective Intervention Programs and Materials:

- **Incorporate scientifically-based instructional strategies;**
- **Utilize systematic and explicit instruction;**
- **Are designed for intensive instruction and to accelerate learning;**
- **Are designed for remedial instruction;**
- **Rely on data to inform instructional decisions; and**
- **Allow for repeated practice opportunities.**

Part II: Description of Curriculum (Continued)			25 Points
Level 1	Level 2	Level 3	
0-8 Points	9-16 Points	17-25 Points	
Plan for selection and implementation of SBR intervention is vague. Materials selected are not supported by research (see SBR definition above).	Plan for selection and implementation of SBR intervention is described, but is not detailed. Justification for requested materials is weak.	Proposal provides a plan for implementation of SBR intervention materials based on the criteria above (see SBR definition).	
No research studies provided to support use of the intervention program to be used. Specific student needs not met by chosen program.	Some research is provided, but it does not support the use of the intervention program or does not support the use of the curricular program with the population being served, or does not provide a SBR evidence base. Program is clearly identified, but does not appear to meet specific needs.	Proposal provides research to support use of intervention(s) based on criteria above (see SBR definition). Program chosen clearly meets identified student needs.	
Proposal provides insufficient evidence that use of the intervention materials selected will accelerate student performance.	Proposal provides minimal evidence of how SBR-based intervention materials will be used to accelerate performance of high risk students in the summer school program.	Proposal clearly describes how SBR-based intervention materials will be used to accelerate performance of high risk students in the summer school program.	
Proposal fails to show how teachers have been, or will be, trained in the program/curriculum in each content area chosen for the summer school program.	Proposal provides limited information as to how teachers have been or will be trained to utilize the program/curriculum chosen to accelerate student achievement in the summer school program.	Proposal clearly describes how teachers have been, or will be, trained to utilize the program/curriculum chosen to accelerate student achievement in the summer school program.	
Proposal presents insufficient plan for explicit and systematic instruction in each of the content areas chosen.	Proposal shows limited evidence of explicit and systematic instruction in each of the content areas chosen.	Proposal clearly describes how instructional practices will include explicit and systematic instruction in each of the content areas chosen.	
Proposal does not include plan for continued services for eligible students.	Proposal provided vague plan for continuation of services for eligible students.	Proposal clearly describes plan for continuation of services for eligible students into fall 2010, which includes plan for communication with parents and how data from summer school program will inform the plan.	
Total points for section: ____/25			

LEAs must provide a clear plan for pre- and post-testing students in the summer program, as well as training teachers to give the assessment.

1. **Assessment Plan:** Specify a plan for pre- and post-test assessment of students. Detail a plan for ordering assessment materials, assessment schedules, selection of eligible students, and training of teachers, etc. Clearly detail person responsible for providing assessment information to CDE.
2. **Goal Setting:** Identify goals for your summer program. Goals must be stated in SMART terminology (Specific, Measurable, Attainable, Research-Based and Time-Phased) and must include student achievement goals:
 - **Specific:** The objective tells exactly what you plan to accomplish.
 - **Measurable:** You can determine whether or not the grant funds made a difference for this activity.
 - **Attainable:** Your objective is reasonable and “do-able.”
 - **Research-based:** Your plan has been implemented successfully in other programs with similar communities of students.
 - **Time-phased:** You have specified a beginning and ending period for your objective.

Level 1	Level 2	Level 3
0-5 Points	6-10 Points	11-15 Points
Assessment plan does not contain information on ordering of materials, selection of students, assessment schedules or information on pre- and post-testing of students, etc.	Proposal provides vague description of plan for pre- and post- assessment of summer school students.	Proposal includes a detailed plan for pre- and post-assessment of summer school students.
Assessment plan does not describe how teachers have been, or will be trained in the assessments used to pre- and post -test students in the summer program.	Proposal provides limited information on how teachers have been or will be trained in the assessments used to pre- and post-test students in the summer program.	Proposal details how staff has been or will be trained in the assessments used to pre- and post-test students in the summer program.
Proposal fails to provide goals or goals are not stated in SMART terminology.	Proposal provides goals in SMART terminology but they are either not measurable, not attainable or student achievement goals were not included.	Proposal clearly identifies goals/objectives consistent with the desired outcomes of the summer program, written in SMART terminology and includes student achievement goals.

Proposal does not include a description of how the summer school data will be used to create a plan for each student in the following school year.	The plan for students is not clear. The proposal doesn't clearly outline how the summer school data will be used to create continued intervention for each student in the summer school program.	Proposal clearly defines how the data from the summer school program will be used in conjunction with a larger plan for each student for the following school year. Intervention is clearly outlined beyond the summer program.
Total points for section: ____/15		

Comments:

Part IV: Budget Page/Budget Narrative**10 Points**

LEAs must provide a cost-effective budget and narrative justifying expenditures with clear indications of requests for dollars available.

1. Include a cost-effective budget. Provide a descriptive narrative as well as a line by line budget, using the attached budget form (<http://www.cde.state.co.us/cdecomp/summerschool.htm>).
2. In the budget narrative, directly relate costs to specific activities listed in the grant proposal.
3. To assist readers in evaluating per pupil costs, clearly indicate the number of pupils to be served.

Level 1	Level 2	Level 3
0-3 Points	4-6 Points	7-10 Points
▪ Line item and narrative are not provided or are not clearly detailed.	▪ Provides a line-item budget, but the budget narrative is incomplete and does not directly link costs to proposed activities.	▪ Proposal includes both a line item and budget narrative that directly links costs to proposed activities and is cost effective.
▪ Proposed budget does not support the goals of the grant.	▪ Budget narrative provides insufficient details to show that the budget supports the project goals.	▪ The budget narrative and line items contain specific information that indicates that the budget supports the project goals.
▪ Number of pupils served is not specified so per-pupil cost and overall cost-effectiveness of the budget cannot be determined.	▪ Number of pupils served is specified, but lack of budget details prevents determination of overall cost-effectiveness of the budget.	▪ Number of pupils served and the detailed budget indicate that the proposal is cost-effective.
Total points for section: ____/10		

Comments:

Geographic Distribution

This attachment demonstrates the eligibility for the Summer School Grant Program by geographic region. Each chart lists Districts/Institute Charter Schools and the region under which they fall. Please note: Listed by region are the number of students who scored Unsatisfactory on the 2009 CSAP in the subject areas of Reading, Writing, and Mathematics. The percentage listed indicates the State percentage of students who scored Unsatisfactory in Reading, Writing and Mathematics. The funding available to regions is proportionate to this percentage. Please note: Districts may request the full amount needed to administer the summer school program if the proposed costs exceed the funds available to the specific region. A grant will be made to a school district, a group of school districts (consortium) and/or Institute Charter School in each of the eight educational regions.

METRO REGION					
Unsatisfactory Reading 2009 (4-7)	Unsatisfactory Writing 2009 (4-7)	Unsatisfactory Math 2009 (4-7)	Total (4-7)	Percentage	Funds Available To Region
16,279	7,340	15,379	38,998	60%	\$576,000
Adams 12 Five Star Schools Adams 14/Commerce City Adams-Arapahoe 28 Boulder Valley RE-2 Brighton 27J Cherry Creek 5		Clear Creek RE-1 Denver County 1 Douglas County RE-1 Elizabeth C-1 Englewood 1 Gilpin County RE-1		Jefferson County R-1 Littleton 6 Mapleton 1 Platte Canyon 1 Sheridan 2 Westminster 50	
Institute Charter Schools: Academy at High Point		Colorado Distance & Electronic Learning Academy		Pinnacle Charter School	

NORTH CENTRAL REGION					
Unsatisfactory Reading 2009 (4-7)	Unsatisfactory Writing 2009 (4-7)	Unsatisfactory Math 2009 (4-7)	Total (4-7)	Percentage	Funds Available To Region
3,336	1,370	3,536	8,242	13%	\$124,800
Ault Highland RE-9 Briggsdale RE-10 Brush RE-2 (J) Eaton RE-2 Fort Morgan RE-3 Greeley 6 Keenesburg RE-3 (J)		Park-Estes Park RE-3 Pawnee RE-12 (Grover) Platte Valley RE-7 (Kersey) Poudre R-1 Prairie RE-11 St. Vrain RE-1J Thompson R-2J		Weld County RE-1 (Gilcrest) Weld County RE-5J (Johnstown -Milliken) Weld County Re-8 (Fort Lupton) Weldon Valley RE-20 (J) Windsor RE-4 Wiggins RE-50 (J)	
Institute Charter Schools: Northern Colorado Academy of Arts and Knowledge					

NORTHEAST REGION					
Unsatisfactory Reading 2009 (4-7)	Unsatisfactory Writing 2009 (4-7)	Unsatisfactory Math 2009 (4-7)	Total (4-7)	Percentage	Funds Available To Region
258	95	268	621	1%	\$9,600
Agate 300 Akron R-1 Arickaree R-2 Arriba/Flagler C-20 Bennett 29J Bethune R-5 Buffalo (Merino) RE-4 Burlington RE-6J Byers 32J Cheyenne County RE-5		Genoa Hugo C113 Haxtun RE-2J Hi-Plains (Vona) R-23 Holyoke RE-1J Idalia RJ-3 Julesburg RE-1 Karval RE-23 Kit Carson R-1 Liberty J-4 Limon RE-4J		Lone Star 101 Otis R-3 Plateau (Peetz) RE-5 Platte Valley (Ovid) RE-3 Strasburg 31J Stratton R-4 Valley (Sterling) RE-1 Woodlin R-104 Wray RD-2 Yuma	

NORTHWEST REGION					
Unsatisfactory Reading 2009 (4-7)	Unsatisfactory Writing 2009 (4-7)	Unsatisfactory Math 2009 (4-7)	Total (4-7)	Percentage	Funds Available To Region
1,174	579	1,131	2,884	4%	\$38,400
Aspen 1		Lake County R-1	Roaring Fork RE-1		
Buena Vista R-31		Meeker RE1	Salida R-32		
Eagle County RE-50		Moffat County RE-1	South Routt RE-3		
East Grand 2		North Park R-1	Steamboat Springs RE-2		
Garfield RE-2		Park County RE-2	Summit County RE-1		
Garfield 16		Rangely RE-4	West Grand 1-JT		
Hayden RE-1					
Institute Charter Schools:					
Ross Montessori		Stone Creek Elementary			

PIKE’S PEAK REGION					
Unsatisfactory Reading 2009 (4-7)	Unsatisfactory Writing 2009 (4-7)	Unsatisfactory Math 2009 (4-7)	Total (4-7)	Percentage	Funds Available To Region
3,338	1,250	3,603	8,191	13%	\$124,800
Academy 20 Big Sandy 100J Calhan RJ-1 Canon City RE-1 Cheyenne Mountain 12 Colorado School for the Deaf & Blind Colorado Springs 11 Cotopaxi RE-3 Cripple Creek-Victor RE-1		Custer C-1 (Westcliffe) Edison 54JT Elbert 200 Ellicott 22 Falcon 49 Florence RE-2 Fountain 8 Hanover 28 Harrison 2		Kiowa C 2 Lewis-Palmer 38 Manitou Springs 14 Miami Yoder 60 JT Peyton 23JT Pueblo City 60 Pueblo County Rural 70 Widefield 3 Woodland Park RE-2	
Institute Charter Schools: Colorado Springs Charter Academy		Cesar Chavez Colorado Springs - Central		21 st Century Charter School	

SOUTHEAST REGION					
Unsatisfactory Reading 2009 (4-7)	Unsatisfactory Writing 2009 (4-7)	Unsatisfactory Math 2009 (4-7)	Total (4-7)	Percentage	Funds Available To Region
309	121	336	766	1%	\$9,600
Aguilar Reorg 6 Branson Reorg 82 Campo RE-6 Cheraw31 Crowley RE-1-J Eads RE-1 East Otero R-1 Fowler R-4-J Granada RE-1 Hoehne Reorg 3		Holly RE-3 Huerfano RE-1 Kim Reorg 88 Lamar Re-2 Las Animas RE-1 LaVeta RE-2 Manzanola 3J McClave RE-2 Plainview RE-2		Primero Reorg 2 Pritchett RE-3 Rocky Ford R-2 Springfield Re-4 Swink 33 Trinidad 1 Vilas RE-5 Walsh RE-1 Wiley RE-13 JT	

SOUTHWEST REGION					
Unsatisfactory Reading 2009 (4-7)	Unsatisfactory Writing 2009 (4-7)	Unsatisfactory Math 2009 (4-7)	Total (4-7)	Percentage	Funds Available To Region
630	288	703	1,621	3%	\$28,800
Alamosa RE-11J Archuleta County 50JT Bayfield 10 JT-R Centennial R-1 Center 26 JT Creede Consolidated 1 Del Norte C-7 Dolores RE-4A		Dolores County RE No. 2 Durango 9-R Ignacio 11 JT Mancos RE-6 Moffat 2 Monte Vista C-8 Montezuma Cortez RE-1 Mountain Valley RE-1		North Conejos RE-1J Sanford 6J Sangre De Cristo RE 22J Sargent RE-33J Sierra Grande R-30 Silverton 1 South Conejos RE-10	

WEST CENTRAL REGION					
Unsatisfactory Reading 2009 (4-7)	Unsatisfactory Writing 2009 (4-7)	Unsatisfactory Math 2009 (4-7)	Total (4-7)	Percentage	Funds Available To Region
1,172	536	1,355	3,063	5%	\$48,000
DeBeque 49JT Delta County 50(J) Gunnison Watershed RE-1J Hinsdale RE-1		Mesa County Valley 51 Montrose Re-1J Norwood R-2J Ouray R-1		Plateau Valley 50 Ridgway R-2 Telluride R-1 West End RE-2	
Institute Charter Schools: Caprock Academy					

Summer School Grant Program Research-Based Curricula: Reading, Writing, and Mathematics

Characteristics of Effective Intervention Programs and Materials include the following:

- o Scientifically-based instructional strategies
- o Systematic and explicit instruction
- o Intensive instruction to accelerate learning
- o Data to inform instructional decisions
- o Repeated practice opportunities

Curriculum chosen for use in the Summer School Grant Program must be aligned with Colorado's academic content standards for reading, writing, and/or mathematics. The proposed curriculum and program(s) of instruction must be research-based and intensive enough to demonstrate significant improvement in a student's performance in a short period of time. Evidence of instructional effectiveness can come from any of the following sources: (1) demonstrated student achievement in formal testing situations implemented by the teacher, school district, or state; (2) published findings of research-based evidence that the instructional methods being used by teachers lead to student achievement or; (3) proof of reason-based practice that converges with a research-based consensus in the scientific literature. This type of justification of educational practice becomes important when direct evidence is not available (a direct test of the instructional efficacy of a particular method is absent), but there is a theoretical link to research-based evidence that can be traced (*Using Research and Reason in Education: How teachers can use scientifically based research to make curricular and instructional decisions*, Stanovich and Stanovich, 2003).

School districts may choose from programs listed below that meet the criteria above (i.e., are supported by one or more of the listed sources of evidence). Alternatively, districts may identify curricula not listed below if they provide specific information citing research supporting instructional effectiveness. Please see above criteria and the following websites:

(1) Reading Program Reviews: <http://www.fcrr.org/FCRRReports/LReports.aspx>

(2) Reading and Math Program Reviews:
<http://www.whatworks.ed.gov/Products/BrowseByLatestReports.asp?ReportType=All>

(3) Writing:

Effective writing programs must contain the following components: (*Writing Next*, Alliance for Excellent Education, 2007)

1. Strategy Instruction -Includes planning, revising and editing;
2. Summarization –Oral summarization involves explicitly and systematically teaching students how to summarize text
3. Peer Assistance –Adolescents work together to plan, draft, revise and edit writing tasks;
4. Setting Product Goals - Identifying purpose and characteristics of writing task;
5. Word Processing -This has a positive impact on quality;
6. Sentence Combining - Write complex sentences, combining simple sentences;
7. Process Writing with Training - Extended writing, cycles of planning, mini-lessons, etc.;

8. Inquiry Approach - Developing ideas and content by analyzing data / info, compare and contrast;
9. Pre-writing - Gather and organize ideas before drafting; and
10. Use of Models - Provide examples to students before task, students analyze.
11. Writing for Content Learning – Using writing as a tool for learning content material

The following programs were used by schools during summer 2007 and demonstrated significant gains in student achievement, or were listed previously in the RFP as research based programs. If you choose one of the following programs, you will not need to provide the research base in your proposal.

Reading

Corrective Reading (McGraw Hill/SRA): <https://www.sraonline.com>

Corrective Reading 1999

Corrective Reading provides intensive intervention for students in Grades 3-Adult who are reading below grade level. This program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. Four levels for decoding plus four for comprehension address the varied reading deficits and skill levels found among older students.

Kaleidoscope, Open Court (SRA): <http://www.fcrr.org/FCRRReports/PDF/kaleidoscope.pdf>

Kaleidoscope is a reading intervention program from the SRA/Open Court Reading Family. Kaleidoscope is based on the instructional design of the SRA/Open Court Reading program for second through sixth grade students reading two or more years below grade level. Two years of reading instruction can be delivered in one year, with a minimum of two hours of intense daily instruction. The goal of Kaleidoscope is to help students develop the skills they need to read with fluency and understanding so they can successfully participate in their designated grade level instruction. The program is teacher directed and suitable for use with a whole class or small groups.

Language!: <http://www.language-usa.net>

Language! is a comprehensive literacy curriculum that integrates reading, spelling, writing and other critical language arts strands. It is designed for students performing two or more years behind grade-level placement. The classroom teacher delivers sequenced, systematic, cumulative, and explicit instruction in two daily sessions that total 90 minutes.

Options Best Practices in Reading Intervention (Options): <http://www.optionspublishing.com/667.htm>

Best Practices in Reading Intervention Packages take a strategic, interactive approach to reading that supports learners of all levels including ESL and ELL. As students progress through the program, they are given instruction, modeling, and guided practice with key comprehension strategies. Each lesson consists of a fiction and nonfiction selection on the same topic and draws on the comprehension strategies of Prior Knowledge, Prediction, Making Connections, Drawing Conclusions, Questioning, Visualizing (includes graphic organizers), and Summarizing.

Patterns For Success (Pro Ed): <http://www.proedine.com/Scripts/prodView.asp?idProduct=3407>

Patterns for Success in Reading and Spelling is ideal for teachers, tutors, and others who work with students with reading problems. Students of all ages benefit from lessons that range from beginning phonics to advanced vocabulary. As required by the Reading First Program established under the No Child Left Behind Act of 2001 this program teaches phonics, vocabulary development, comprehension skills and fluency. There are three parts to this program:

Part 1: Letter-Sound Correspondences;
 Part 2: Syllable Patterns, Affixes, and Additional Phonics; and
 Part 3: Morpheme Patterns.

Read 180 (Scholastic): <http://teacher.scholastic.com/products/read180/overview/>

A Comprehensive Reading Intervention Solution:

READ 180 is an intensive reading intervention program that helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development. *READ 180* is proven to meet the needs of struggling readers whose reading achievement is below proficient level. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.

Rewards (Sopris): <http://store.cambiumlearning.com/>

Grades 4-8 and Intervention 4-12

The *REWARDS* reading intervention program is research-based and has been validated in schools across the country. All of *REWARDS* programs can be used as effective interventions in general and special education, remedial reading, summer school, and after-school programs.

The *REWARDS* program efficiently and effectively improves:

- Decoding;
- Fluency;
- Vocabulary;
- Comprehension; and
- Test-taking abilities.

Seeing Stars (Lindamood-Bell): <http://www.lbpl.com/programs/symbol-imagery.html>

“Nancibell® *Seeing Stars®: Symbol Imagery for Phonemic Awareness, Sight Words and Spelling Program* successfully develops symbol imagery and directly applies that sensory-cognitive function to sight word development, contextual fluency, spelling and increasing the speed and stability of phonemic awareness. The program begins by visualizing the identity, number, and sequence of letters for the sounds within words, and extends into multi-syllable and contextual reading and spelling.

This new program may be a missing link in literacy development. Developing symbol imagery directly stimulates dual-coding (the integration of imagery and language) for the reading and spelling task. Long overlooked, this important function can now be assessed and developed.

SuccessMaker: (Pearson) <http://www.pearsondigital.com/successmaker/>

Educators talk about how long it takes to figure out what a student knows and does not know, and even more time is required to give students an individualized path for learning. With the limited ability for teachers to give individualized instruction to students in the classroom additional resources are needed.

SuccessMaker® Enterprise is a learning environment that offers a powerful combination of management system, assessment, and curriculum resources to provide administrators, teachers, and students with tools to improve academic performance.

Voyager Passport E, F, & G: <http://www.voyagerlearning.com>

Voyager Passport is a reading intervention program for fourth (E), fifth (F), and sixth (G) grade students. Level G can also be used with seventh- or eighth-grade students. Each level of Voyager E, F, & G includes three Modules (Targeted Word

Study, Comprehension/Vocabulary, and Fluency) with instruction delivered five days a week over 26 weeks. The Targeted Word Study is the most intensive module, designed to be used with students who are reading two or more years below grade level and is a pre-requisite to the other modules for qualifying students. The recommended amount of time for instruction varies with each module: Targeted Word Study is 30 minutes, Comprehension/Vocabulary Module is 30 minutes, and Fluency Module is 15 minutes.

Wilson (Wilson): http://www.wilsonlanguage.com/w_wrs.htm

The Wilson Reading System® is a research-based reading and writing program. It is a complete curriculum for teaching decoding and encoding (spelling) beginning with phoneme segmentation. WRS directly teaches the structure of words in the English language so that students master the coding system for reading and spelling. Unlike other programs that overwhelm the student with rules, the language system of English is presented in a systematic and cumulative manner so that it is manageable. It provides an organized, sequential system with extensive controlled text to help teachers implement a multisensory, structured language system.

Writing

Step Up to Writing (Sopris): <http://cambiumlearning.com/>

Create proficient writers with hands-on, consistent instruction from *Step Up to Writing*. This set of research-based, validated strategies ensures that students are able to proficiently write both narrative and expository pieces, actively engage with reading materials, and demonstrate competency in study skills.

- Provides a common language for teachers and students K-12
- Teaches approaches that are generalizable across content areas
- Integrates easily into any curriculum or instructional system
- Includes explicit instruction and modeling, guided practice, and independent practice
- Engages students with a variety of activities including multisensory and group work assignments

Mathematics

America's Choice: Mathematics Navigator and Ramp-Up Mathematics: <http://www.americaschoice.org/mathematics>

Mathematics Navigator (for grades 2-10) is a short-term, tier-two intervention program that helps students repair gaps and misconceptions—and master concepts, skills, and problem solving that are critical for success in algebra, geometry, and other higher-level courses. Navigator modules are 20 days in length and augment the on-grade curriculum with 35-45 minutes of targeted instruction, delivered during, before or after school, or in summer school.

Ramp-Up Mathematics (for grades 6-9) is a year-long, tier-three comprehensive acceleration system specifically targeted to boost the performance of secondary students who are two or more years below grade level in mathematics. Ramp-Up to Pre-Algebra and Ramp-Up to Algebra are designed to accelerate learning, raise test scores, break the cycle of failure, and establish a pattern of achievement. Ramp-Up provides a replacement curriculum and expands the standard period to 90 minutes of instruction.

Bridge to Algebra, Cognitive Tutor: http://www.carnegielearning.com/product_information.cfm#b2a

Carnegie Learning® Bridge to Algebra is designed as a pre-requisite course for Algebra I. It can be implemented with students who lack the fundamentals necessary for success in Algebra I as well as advanced middle school students.

Number Worlds Number Worlds (Grades: 2–6): <http://www.clarku.edu/numberworlds/index.htm>

The Number Worlds curriculum, developed by Sharon Griffin, teaches the specific math concepts and skills that are the foundation for later mathematical learning. It also exposes students in grades PreK-6 to the many different ways that number and quantity is represented and talked about, so children can use the number knowledge they acquire flexibly, across contexts. The Number Worlds program has been extensively evaluated with children from low-income populations and proven effective in enhancing computational fluency, number sense, mathematical reasoning and communication, as well as performance on standardized mathematics achievement tests.

Odyssey Math: <http://compasslearning.com/Products/Default.aspx?page=Products>

Odyssey Math, published by CompassLearning®, is a web-based K–8 mathematics curriculum and assessment tool designed to allow for instructional differentiation and data-driven decision making. The online program includes electronic curriculum and materials for individual or small group work, assessments aligned with state curriculum standards, and a data management system that allows teachers to develop individualized instructional and assessment tools, as well as track individual and classroom student performance. Odyssey Math can be used as a standalone curriculum or as a supplement to other mathematics curriculum. The primary school version of the Odyssey Math curriculum focuses on fundamental math skills like numeracy for the earlier grades, while in later grades, the curriculum equips students for skills necessary in middle and high school mathematics. The interactive activities used for both age groups allow for the application of ideas, tools, and manipulatives, and build upon previous knowledge.

SuccessMaker (Pearson): <http://www.pearsondigital.com/successmaker/>

Educators talk about how long it takes to figure out what a student knows and does not know, and even more time is required to give students an individualized path for learning. With the limited ability for teachers to give individualized instruction to students in the classroom additional resources are needed.

SuccessMaker® Enterprise is a learning environment that offers a powerful combination of management system, assessment, and curriculum resources to provide administrators, teachers, and students with tools to improve academic performance.

The Expert Mathematician: <http://www.expertmath.org/>

The Expert Mathematician is designed to help middle school students develop the thinking processes for mathematical applications and communication. A three-year program of instruction, The Expert Mathematician uses a software and consumable print materials package with 196 lessons that teach the Logo programming language. Each lesson ranges from 40–120 minutes, or one to three class periods. The Expert Mathematician coursework combines integrated computer software with workbook activities. A test of unit concepts is administered at the end of each instructional unit. The developer used the computer program LogoWriter to develop the curriculum, which covers general mathematics, pre-algebra, and algebra I. The developer describes the curriculum as covering the range of concepts and content areas in the National Council of Teachers of Mathematics Curriculum and Evaluation Standards.

Transitional Math (Sopris): <http://store.cambiumlearning.com/>

Transitional Mathematics (TransMath) can be the difference between success and failure for your struggling students. Built on over two decades of research, it is based on student skill levels, conceptually driven, and designed specifically to meet the needs of students who score at or below the 40th percentile on standardized tests. *TransMath* addresses not only procedural knowledge but real-world application, conceptual understanding, and problem solving—providing students with the skill base and number ease they need to meet the high standards of modern mathematics.

Transitional Mathematics:

- Teaches fewer topics in greater depth;
- Prevents future struggles in algebra;
- Meets individual student needs;
- Provides a logical sequence, ample practice, and an appropriate pace;

- Aligns with National Council of Teachers of Mathematics (NCTM) Standards;
- Ensures accurate placement and progress monitoring;
- Provides a solid alternative to basal curricula;
- Supports teachers with ongoing professional development; and
- Provides a balance between procedural knowledge and conceptual understanding.

Vmath (Voyager): <http://www.voyagerlearning.com/vmath/programdescription.jsp>

Vmath delivers proven intervention for students who struggle in math. Designed to work with any core math program, Vmath provides daily, explicit, systematic instruction in essential math concepts, skills, and strategies most commonly taught in grades 3-8. Informed by benchmark assessments and progress monitoring, Vmath moves struggling students to grade level.

Summer School Grant Program State Identified Assessment

AIMSweb® Progress Monitoring and Response to Intervention System*

AIMSweb® is a scientifically-based, formative assessment system that 'informs' the teaching and learning process by providing continuous student performance data and reporting improvement to parents, teachers, and administrators to enable evidence-based evaluation and data-driven instruction.

There are numerous reliability and validity studies showing high correlations of AIMSweb® with a variety of achievement measures cited on the AIMSweb® website (<http://aimsweb.com>).

AIMSweb® provides its users the assessment materials and ability to organize and report Curriculum-Based Measurement (CBM) - standardized measures of basic skills - including reading, early literacy, early numeracy, mathematics, spelling, and written expression. CBM is an approved set of testing practices based on over 25 years of federally funded research and has been reviewed as meeting professional assessment standards by the Reading First Assessment Committee and the National Center on Student Progress Monitoring. AIMSweb® also has the capacity to organize and report early developmental skills and user defined measures.

*excerpts from <http://aimsweb.com/>

AIMSweb Pricing Information

Please use the following information to assist you in determining assessment costs for the budget section of the RFP. Below you will find costs for the AIMSweb® Pro Complete assessment and training. Details on actual purchase, subtests, etc. will be provided after sites have been funded; however, please include the following costs into your budget.

AIMSweb® Pro Complete

Product Description: AIMSweb® Pro Complete consists of Curriculum-Based Measurement (CBM) testing materials and web-based software to provide schools with a 3 Tier Progress Monitoring and Response to Intervention System.

Cost: \$200 or \$5 per student based on a 40 student minimum

Website: http://www.aimsweb.com/products/systems/pro_complete/description.php

Administrator & Teacher Training: *A required training for Summer School Grant participants will be held in early May.* At least one teacher/staff member from your district who will be collecting data for students participating in the Summer School Grant Program or who will be responsible for the AIMSweb® setup and management must plan on attending this workshop. Also, teachers providing instruction during the summer program who will need to be trained may also participate in this training.

Fee: \$239 per registrant*

*Includes lunch, workbooks and training materials, a certificate of completion, access to Online Training Suite and two weeks of complementary access to a training account in the AIMSweb® Software System to further practice and solidify the skills learned during training. Please build travel to Denver for this training into your budget.