

Archived Information

READING EXCELLENCE PROGRAM

Goal: To improve reading for children in high-poverty schools and schools that need improvement by supporting research-based reading instruction and tutoring. Legislation: Title II, Part C of the Elementary and Secondary Education Act (ESEA) of 1965, as amended (20 U.S.C. 6661 et. seq.).	Funding History (\$ in millions)			
	Fiscal Year	Appropriation	Fiscal Year	Appropriation
	1985	\$0	2000	\$260
	1990	\$0	2001	\$286
	1995	\$0	2002 (Requested)	\$0

Program Description

The central purpose of the Reading Excellence Act (REA) is to use scientifically based reading research to improve children’s reading achievement in high-poverty or low-performing schools, with its long-range goal to teach every child to read by the end of third grade.

The Department of Education makes competitive, 3-year grants to State educational agencies (SEAs) that have established a state reading and literacy partnership. Partnerships must consist of the Governor, the chief state school officer, members of the state legislature, and representatives of eligible local educational agencies (LEAs), community-based organizations, state directors of Federal programs supporting reading instruction, parents, teachers, and family literacy service providers.

SEAs that receive funding make 2-year subgrants, called “local reading improvement grants,” on a competitive basis to LEAs that have at least one school in Title I school improvement status, have the highest or second highest percentage of poverty in the State, or have the highest or second highest number of poor children in the State. SEAs must use at least 80 percent of their awards to make local reading improvement grants to school districts to:

- provide professional development for teachers based on scientifically based reading research and practice;
- operate tutoring programs after school, before school, during non-instructional periods during the school day, on weekends, or during the summer;
- provide family literacy services through partnerships with community-based organizations, early childhood organizations, adult education programs, family literacy organizations, public libraries, colleges and universities, or other organizations to improve the teaching of reading and the reading achievement of children and their families; and
- provide additional services to kindergarten students who need extra support to improve their reading skills.

Each state may also use up to five percent of its funding for State-level administrative activities, such as technical assistance to local partnerships, program evaluation (up to 2 percent of funds), and coordination with other literacy-related activities. In addition, States must award at least one “tutorial assistance grant” to LEAs most in need of help. LEAs that receive these subgrants contract with one or more tutorial assistance providers for after-school tutoring assistance, located at schools and other sites, to children in need of additional reading assistance. Parents who choose to enroll their child in one of these tutoring programs will work with the school to decide which tutoring program best meets the needs of the child. The Act requires the Secretary to reserve five million dollars for the National Institute for Literacy to carry out technical assistance and dissemination of materials and information about best practices. In addition, the law also reserves ten million dollars for Even Start Statewide Family Literacy initiatives.

Program Performance

OBJECTIVE 1: SIGNIFICANTLY IMPROVE STUDENTS' ACHIEVEMENT IN PARTICIPATING SCHOOLS AND CLASSROOMS.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p>Status: Unable to judge—new program.</p> <p>Explanation: The School and Classroom Implementation and Impact Study will assess the quality of school and classroom-level implementation of the Reading Excellence Act. The study will also examine the relationship between instructional practices in reading and student achievement in REA schools. In addition the study will evaluate student outcomes in REA schools. Baseline data will be collected on students in participating schools starting in winter/spring 2002.</p>	<p>Source: School and Classroom Implementation and Impact (SCII) Study. <i>Frequency:</i> Annually 2002-2004. <i>Next collection update:</i> 2002. <i>Date to be reported:</i> December 2002.</p> <p>Validation Procedures: Will be verified by Department of Education attestation process and ED <u>Standards for Evaluating Program Performance Data</u>.</p> <p>Limitations of Data and Planned Improvements: Not known.</p>
1999:	New Program	No target set		
2000:	Data Available 12/02	No target set		
2001:		No target set		
2002:		Baseline year		

OBJECTIVE 2: BUILD THE CAPACITY OF STATES AND LOCAL DISTRICTS TO DESIGN AND IMPLEMENT IMPROVEMENT STRATEGIES FOR READING THAT RESULT IN EFFECTIVE CHANGES IN CLASSROOMS.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p>Status: Unable to judge—new program.</p> <p>Explanation: The School and Classroom Implementation and Impact Study will examine the extent of teacher and principal knowledge of research based effective practices in reading instruction and the amount and quality of professional development and technical assistance provided to teachers and schools.</p>	<p>Source: School and Classroom Implementation and Impact (SCII) Study. <i>Frequency:</i> Annually 2002-4. <i>Next collection update:</i> 2002. <i>Date to be reported:</i> December 2002.</p> <p>Validation Procedures: Will be verified by Department of Education attestation process and ED <u>Standards for Evaluating Program Performance Data</u>.</p> <p>Limitations of Data and Planned Improvements: Not known.</p>
1999:	New Program	No target set		
2000:	Data Available 12/02	No target set		
2001:		No target set		
2002:		Baseline year		

Indicator 2.2 Instructional change: An increasing number of teachers participating in program-sponsored training will significantly align their instruction with research-based, effective practice.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p>Status: Unable to judge—new program.</p> <p>Explanation: The School and Classroom Implementation and Impact Study will examine the extent of teacher and principal knowledge of research based effective practices in reading instruction and the amount and quality of professional development and technical assistance provided to teachers and schools.</p>	<p>Source: State, District, School Performance Study.</p> <p><i>Frequency:</i> Annually.</p> <p><i>Next collection update:</i> February 2001.</p> <p><i>Date to be reported:</i> Summer 2001.</p> <p>School and Classroom Impact and Implementation (SCII) Study.</p> <p><i>Frequency:</i> Annually 2002-4.</p> <p><i>Next collection update:</i> 2002.</p> <p><i>Date to be reported:</i> December 2002.</p> <p>Validation Procedures: Will be verified by Department of Education attestation process and ED <u>Standards for Evaluating Program Performance Data</u>.</p> <p>Limitations of Data and Planned Improvements: Not known.</p>
1999:	New Program	No target set		
2000:	Data Available Summer 2001	No target set		
2001:		Baseline year		
2002:				

Indicator 2.3 Tutors: An increasing number of well-trained tutors will use research-based practices to help children learn to read.				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	Status: Unable to judge—new program.	Source: School and Classroom Implementation and Impact (SCII) Study. Frequency: Annually 2002-2004. Next collection update: 2002. Date to be reported: December 2002.
1999:	New Program	No target set		
2000:	Data Available 12/02	No target set	Explanation: The School and Classroom Implementation and Impact Study will assess the use of tutors in local reading improvement subgrants as well as in Tutorial Assistance subgrants. Baseline data will be collected on tutor practice in participating schools starting in winter/spring 2002.	Program reports from Corporation for National Service. Frequency: Annually. Next collection update: 2001. Date to be reported: Unknown.
2001:		No target set		
2002:		Baseline year		
Year	Actual Performance	Performance Targets	Status: Unable to judge—new program.	Source: School and Classroom Implementation and Impact (SCII) Study. Frequency: Annually 2002-2004. Next collection update: 2002. Date to be reported: December 2002.
1999:	New Program	No target set		
2000:	No Data Available	No target set	Explanation: The School and Classroom Implementation and Impact Study will assess the use of tutors in local reading improvement subgrants as well as in Tutorial Assistance subgrants. Baseline data will be collected on tutor practice in participating schools starting in winter/spring 2002.	Program reports from Corporation for National Service. Frequency: Annually. Next collection update: 2001. Date to be reported: Unknown.
2001:		No target set		
2002:				
Indicator 2.4 Family reading: An increasing number of programs will provide on-going parent education to support children's reading instruction.				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	Status: Unable to judge—new program.	Source: School and Classroom Implementation and Impact (SCII) Study. Frequency: Annually 2002-2004. Next collection update: 2002. Date to be reported: December 2002.
1999:	New Program	No target set		
2000:	Data Available 12/02	No target set	Explanation: The School and Classroom Implementation and Impact Study will examine REA schools' parent education programs. Baseline data will be collected winter/spring 2002.	Validation Procedures: Will be verified by Department of Education attestation process and ED <u>Standards for Evaluating Program Performance Data</u> .
2001:		No target set		
2002:		Baseline year		
Limitations of Data and Planned Improvements: Possible lack of consistent definitions between programs. Will coordinate with other offices when developing actual measures.				
Limitations of Data and Planned Improvements: Not known.				

Indicator 2.5 State system changes: By summer 2001, at least 16 states will have revised their state in-service training and guidelines for reading certification to reflect scientifically based reading research.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p>Status: No 1999 data.</p> <p>Explanation: The State, District, School Study will collect information on each funded REA state, district, and schools' implementation of REA, including changes to state teacher certification.</p>	<p>Source: State, District, School Performance Study.</p> <p><i>Frequency:</i> Annually.</p> <p><i>Next collection update:</i> February 2001.</p> <p><i>Date to be reported:</i> Summer 2001.</p> <p>Validation Procedures: Will be verified by Department of Education attestation process and ED <u>Standards for Evaluating Program Performance Data</u>.</p> <p>Limitations of Data and Planned Improvements: Not known.</p>
1999:	New Program	No target set		
2000:	Data Available Summer 2001	12 states		
2001:		Another 4 states		
2002:				

INDICATOR CHANGES
From Annual Plan (FY 2001)

Adjusted

- ❖ Indicator 2.4 (family reading) “an increasing number of parents participating in program-sponsored activities will provide enriched home-reading opportunities to their children” replaced with “An increasing number of programs will provide on-going parent education to support children's reading instruction”.

Dropped

- ❖ Objective 3 (research-based models of effective practice)
- ❖ Indicator 3.1 (model identification)

New—None.