

Read to be Ready Summer Grant Expectations Rubric

Rubric Category	Exceeds Criteria (5)	Meets Criteria (3)	Does Not Meet Criteria (1)	No Evidence (0)
Target Audience	The program targets specific subgroups of economically disadvantaged students in early grades (rising 1st-3rd) who are most in need of literacy instruction. The proposal clearly outlines a detailed analysis used to identify these students.	The program targets economically disadvantaged students in the early grades (rising 1st-3rd) who need literacy instruction. The proposal includes an analysis used to identify these students.	The program does not specifically target economically disadvantaged students, students in the early grades (rising 1st-3rd), and/or students needing literacy instruction. There is no evidence of an analysis to identify these students.	The program does not clearly identify a target group of students. There is no evidence of an analysis to identify economically disadvantaged students in the early grades (rising 1st-3rd) who need literacy instruction.
Program Reach	The program consistently serves a minimum of 15 students with a ratio of no less than one instructor for every five students. There is an intentional and innovative plan to recruit and retain students in order to support the participation goal that at least 80% of the same students who start the program will complete the program with 90% attendance rate.	The program serves a minimum of 15 students with a ratio of no less than one instructor for every five students. There is a specific plan to support the participation goal that at least 80% of the same students who start the program will complete the program with 85% attendance rate.	The program's design brings into question its ability to serve a minimum of 15 students and/or maintain a ratio of no less than one instructor for every five students. There is no specific plan to support the participation goal that at least 80% of the same students who start the program will complete the program with 90% attendance rate	The program does not serve a minimum of 15 students and/or has less than one instructor per five students. There is no plan for recruitment, retention, or attendance.
Demonstrated Partnership	The program demonstrates a strong, established partnership with the local education agency and documents several previous positive experiences of collaboration. District leadership strongly recommends the program and has pledged its support (e.g., data, transportation, space, staff, materials).	The program has a demonstrated partnership with the local education agency and documents previous experiences of collaboration. District leadership is willing to offer support (e.g., data, transportation, space, staff, materials).	The program's partnership with the local education agency is not established enough to support the program.	The program has no established partnerships.
Academic Rigor & Alignment to Student Need	The program's reading goals are explicitly aligned to TN Academic Standards and the goals of Read to be Ready. The plan is designed around research-based best practices in	The program's reading goals are aligned to TN Academic Standards and the goals of Read to be Ready. The plan is designed to use best practices in literacy instruction. The proposal	The program's reading goals are not clearly connected to TN Academic Standards and/or the goals of Read to be Ready. The literacy instruction does not necessarily reflect best practices	The program does not have reading goals <i>or</i> the goals are not at all connected to TN Academic Standards and/or the goals of Read to be Ready. There is no evidence of plans for

	literacy for the target group. The proposal cites multiple sources of relevant district or school data in support of their program design.	cites at least one source of relevant district or school data such as the state report card in support of their program design.	or incorporate available sources of data.	literacy instruction.
Program Director & Staff	<p>The program director is certified in elementary education and has literacy credentials, along with more than three years of experience in literacy instruction. All other employees have certification in elementary education and more than one year of experience with early childhood literacy.</p> <p>(*Background checks are required for all employees and must be on file at the state in advance of the program start.)</p>	<p>The program director is certified in elementary education and has literacy credentials, along with at least three years of experience in literacy instruction. All other employees have at least one year of experience with early childhood literacy.</p> <p>(*Background checks are required for all employees and must be on file at the state in advance of the program start.)</p>	<p>The program director is certified in elementary education and has fewer than three years of experience in literacy instruction. Other employees have less than one year experience with early childhood literacy.</p> <p>(*Background checks are required for all employees and must be on file at the state in advance of the program start.)</p>	<p>The program director is not certified in elementary education and has fewer than three years of experience in literacy instruction. Other employees have no experience with early childhood literacy.</p> <p>(*Background checks are required for all employees and must be on file at the state in advance of the program start.)</p>
Family Engagement	The program has specific goals, responsively designed opportunities, and clear expectations for all families to share their strengths and develop their understanding and use of early literacy activities associated with students' sustained interest and engagement in reading and writing. Family surveys/interviews before and after the program are used to measure growth.	Early literacy activities are shared with families to increase their understanding and use of early literacy activities associated with students' sustained interest and engagement in reading and writing. Family surveys/interviews before and after the program are used to measure growth.	An underdeveloped attempt is made to include families in practicing early literacy activities and measure the impact of the program at home.	No attempt is made to include families in practicing early literacy activities or measure the impact of the program at home.
Communication Plan	A communication plan customized to the literacy skills, home languages, and technology access of the targeted families and engages families beyond printed material sent home. The plan recruits students who would not typically	A communication plan addresses the literacy skills, home languages, and technology access of the targeted families and attempts to involve families beyond printed material sent home. The plan attempts to recruit students who	The program presents a communication plan that does not detail how it will foster participation. The plan to partner with the community is unformed.	The program does not present a communication plan for informing families or partnering with the community.

	attend a summer program. The program partners with the community in its literacy effort.	would not typically attend a summer program. The program includes connections with the community in its literacy effort.		
Program Length	The program's literacy block runs for more than four hours a day and/or for longer than four weeks, as evidenced by a detailed daily schedule included in the plan. The program is responsive to the needs of targeted families in terms of time of day, location, child care opportunities, etc.	The program's literacy block runs at least four hours a day for a minimum of four weeks, as evidenced by a daily schedule included in the plan. The program considers families' needs in terms of time of day, location, child care opportunities, etc.	The program's literacy block runs fewer than four hours a day for four weeks. Time of day, location, and a lack of child care opportunities might make it difficult for families to participate.	The program runs less than four hours a day for less than four weeks. Time of day, location, and a lack of child care opportunities create obstacles for families to participate.
Student Resources	The program has secured a large volume and variety of high-quality books at different levels and for different interests to engage students in instruction. Book titles include picture books and chapter books and represent various genres. Students can choose more than six books to keep from the variety of options for a home library.	The program provides proof it will have a sufficient number and variety of high-quality books at different levels and for different interests to engage students in instruction. Students can choose at least six books to keep for a home library.	The program provides some evidence it will have high-quality books at different levels and for different interests to engage students in the instruction, but it provides little or no student choice and fewer than six books to take home at the end of the summer.	The program does not include high-quality books at different levels and for different interests to engage students in the instruction. It does not provide books for students to take home at the end of the summer.
Evaluation Plan	A thorough evaluation plan is clearly articulated and addresses all of the following questions: <ul style="list-style-type: none"> • What tools tell you where the students are? • Where are you going (goals)? • How will you know you are getting there (metrics)? • What tools will you use to show progress and impact (family surveys and interviews, phonics inventory, interest inventory, running 	An evaluation plan addresses all of the following questions: <ul style="list-style-type: none"> • What tools tell you where the students are? • Where are you going (goals)? • How will you know you are getting there (metrics)? • What tools will you use to show progress and impact (family surveys and interviews, phonics inventory, interest inventory, running records, anecdotal notes, SAT-10)? 	An evaluation plan partially addresses some of the following questions: <ul style="list-style-type: none"> • What tools tell you where the students are? • Where are you going (goals)? • How will you know you are getting there (metrics)? • What tools will you use to show progress and impact (family surveys and interviews, phonics inventory, interest 	There is no evaluation plan.

	<p>records, anecdotal notes, SAT-10)?</p> <ul style="list-style-type: none"> • How will you report your progress? 	<ul style="list-style-type: none"> • How will you report your progress? 	<p>records, anecdotal notes, SAT-10)?</p> <ul style="list-style-type: none"> • How will you report your progress? 	
Budget	<p>Budget template is complete and includes both a summary of requested funds and a line item list of expenses in each category that match the total. A budget narrative is included in the program description that explains all program expenses funded by the Read to be Ready Summer Grant along with a rationale for spending. The budget template and budget narrative are directly tied to implementation and clearly show how all aspects of the plan will be supported. Funds are budgeted wisely and do not include excessive spending or unrelated expenditures. Application shows creativity in use of funds or shows ways in which applicant will leverage other sources of funding.</p>	<p>Budget template is complete and includes both a summary of requested funds and a line item list of expenses in each category that match the total. A budget narrative is included in the program description that explains all program expenses funded by the Read to be Ready Summer Grant along with a rationale for spending. The budget template and budget narrative are directly tied to implementation and clearly show how all aspects of the plan will be supported. Funds are budgeted wisely and do not include excessive spending or unrelated expenditures.</p>	<p>Budget template is complete and includes both a summary of requested funds and a line item list of expenses in each category that match the total. A budget narrative is included in the program description and explains all program expenses funded by the Read to be Ready Summer Grant along with a rationale for spending. Funds may not be directly tied to implementation, the budget template and budget narrative may not clearly show how all aspects of the plan will be supported, OR funds are not used wisely.</p>	<p>There is either no budget template or budget narrative, OR applicant does not use required template.</p>