`OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
Washington Reading Corps
Old Capitol Building
PO BOX 47200
Olympia, WA 98504- 7200
(360) 725-6058 TTY (360) 664-3631

**Washington Reading Corps (WRC)
iGrants Form Package #475
2011-2012 Request for Proposal: INSTRUCTIONS**

New Applicants
Please read these instructions carefully and complete the assurances and *entire* Request for Proposal application.

Continuing Applicants
Please *only* complete the assurances section and letter of intent, and make sure to indicate the number of members requested. Link provided at bottom of page one of RFP.

WASHINGTON READING CORPS MANAGEMENT AND OVERSIGHT
WRC is a partnership created in 1998 among the Washington Service Corps, the Office of Superintendent of Public Instruction (OSPI) and the Washington Commission for National and Community Service. The WRC responds to the need to improve students' reading by awarding and placing AmeriCorps members in high-need schools across Washington to support research-based reading tutoring programs.

FUNDING CONTINGENCY
In the event funding for the Washington Reading Corps (WRC) is reduced or eliminated, or if program requirements are changed prior to or after the due date of this Request for Proposals (RFP), the Office of Superintendent of Public Instruction (OSPI), may terminate or modify this RFP without advance written notice and is subject to renegotiation under the new funding level and requirements.

TIMELINE
Applications due in iGrants:.............................   June 30, 2011
Awards announced:...   July 15, 2011

*Please email questions to Luisa Sanchez-Nilsen, OSPI Elementary Reading Specialist at **luisa.sanchez-nilsen@K12.wa.us**

The RFP (application) must be completed and submitted through **iGrants by June 30, 2011 5:00 pm PST.** Faxed, mailed, or emailed transmissions will **not** constitute an acceptable submission.

The RFP includes:
Assurances and Contact Information
Section 1: Goals and Demographics
Section 2: WRC AmeriCorps Member Utilization and Support
Section 3: Community Volunteer Recruitment and Management, Family Involvement
Section 4: Site Supervisors
Section 5: Response to Intervention (RtI)/K12 Reading Model

SCORING
The total number of points that may be awarded for each section has been determined and will appear in each part of these instructions. Schools will receive a score not to exceed the total possible points for each question. For example, if the question is worth 10 points, a school might receive anywhere from 0 to 10 points, depending on the quality and content of the response. There may be some questions that will not be scored, but the answers will be used for informational purposes and must be completed for the application to be considered.

Additional criteria such as past experience with the WRC, past compliance issues with WRC grants, the geographic location of the school, and/or unique school circumstances affecting the school's population may be considered in the final determination of Washington Reading Corps member recipients.

Summary of Points
Assurances and Contact: no score, but sections must be complete to be accepted
Section 1: Goals and Demographics…………….................................... ……….15 Points
Section 2: WRC AmeriCorps Member Utilization, Support…………….....……….10 Points
Section 3: Community Volunteer Recruitment, Management, Family Involvement.10 Points
Section 4: Site Supervisor ………………………………………………………. .5 Points
Section 5: RtI/K12 Reading Model..……... .20 Points
Total Points Possible...……….**60 Points**

AWARD NOTIFICATION
All schools will receive notification of their WRC AmeriCorps member placement award by the
close of business on July 15, 2011. Official award notification will occur through the iGrants
system as an email to the primary contacts for the project as listed in iGrants. In addition, awards
notice will be sent via email to school principals, school district superintendents, and the person
completing the proposal.

ELIGIBILITY
The Washington Reading Corps is partially funded through an appropriation by the state
legislature to OSPI. Currently the status of the funding is unknown. Consequently, it may be
necessary for participating schools to contribute a cash match in an amount ranging from $3,000
per member to a maximum of $6,500 per member depending on the appropriation from the state
legislature. This will be payable by October 31, 2011.

Any public school serving K-6 students within Washington State may apply.
Priority will be given to low-performing schools with high quality applications. Consideration
will be given to schools participating in targeted reading support programs and/or receiving
reading assistance from other sources, however, this may receive a lower priority.

TECHNICAL ASSISTANCE
For technical assistance or questions regarding your application, please email:
- Luisa Sanchez Nilsen, Elementary Reading Specialist
  Office of Superintendent of Public Instruction
  (360) 725-6070
  Luisa.sanchez-nilsen@k12.wa.us

For additional information about the AmeriCorps component of the WRC, contact Washington
Service Corps staff:
- Shannon Skye, WRC Program Coordinator
  360-486-5913
  sskye@esd.wa.gov

- Gary Plendl, WRC Program Coordinator
  360-486-5910
  gplendl@esd.wa.gov

RESOURCES TO APPLY
Prior to completing this RFP, please review information regarding Response-to-Intervention (RtI) at http://www.k12.wa.us/RTI/default.aspx and the Washington State K12 Reading Model Implementation Guide at http://www.k12.wa.us/reading/Standards/ReadingModel.aspx
Alignment with the K12 Reading Model and use of a tiered instructional model such as RtI will be a significant consideration in funding decisions.

Please also read both the WRC Memorandum of Understanding (MOU) and WRC Guidelines documents available in the iGrants forms package #475.

To strengthen your proposal, you are strongly urged to consult the following people at your school or district, if applicable: the principal, the curriculum director, the reading coach(es), the classroom teachers, the volunteer coordinator and current AmeriCorps members. All selected schools will be required to agree to the MOU and all WRC program guidelines.

As a part of the application process, each school is **required** to discuss this proposal and program implementation with your local AmeriCorps Project Supervisor. In the RFP you will be asked to certify that you have had this discussion and document the date of the discussion. The project supervisor will submit a Placement Assessment form for each school submitting a proposal. The project supervisors are named by region below. **In the event that you cannot reach your project supervisor or your county is not listed below, please contact Washington Reading Corps staff:**
- Shannon Skye   360-486-5913 sskye@esd.wa.gov
- Gary Plendl   360-486-5910 gplendl@esd.wa.gov

Chelan-Douglas Community Action Council, Intermountain AmeriCorps
Chelan, Douglas and Okanogan Counties
Anwen Cartwright, 509-662-6156 x249
anwenc@intermountainac.com

Community Youth Services
Thurston, Mason, Lewis, Pierce, Kitsap and Grays Harbor Counties
Liz Snyder, 360-943-0780 x132
lzsnyder@communityyouthservices.org
Danille Kettel, 360-943-0780 x100
dkettel@communityyouthservices.org

Educational Service District 101
Spokane, Stevens, Pend Oreille and Asotin Counties
Don Young, 509-789-3704
dyoung@esd101.net

Educational Service District 112
Clark, Cowlitz, Skamania and Klickitat Counties
Kurt Reeser, 360-750-7500 x338
kurt.reeser@esd112.org

Solid Ground
King Counties
Simone Jones (Seattle), 206-957-4779 x108
simonej@solid-ground.org
Shakoe English (South King Co.), 206-957-4779 x123
shakoee@solid-ground.org

OIC of Washington
Yakima and Benton Counties
Irene Mendoza, 509-454-4617
ir.me@vyoic.org

Skagit County Community Action Agency
Skagit,, Whatcom and Island, Snohomish and Island Counties
Sara Holodnick, 360-588-5757
sara@servenorthwestwa.org
Meghann Mullen, 360-588-5721
meghann@servenorthwestwa.org

ADDITIONAL RESOURCES
For schools new to developing a tutoring intervention program, the following websites may be useful in preparing this application:
- OSPI Reading Office:
  http://www.k12.wa.us/Reading/default.aspx
- Washington Service Corps:
  http://www.wa.gov/washingtonservicecorps
- General information about AmeriCorps:
  http://www.americorps.gov
- US Department of Education:
  http://www.ed.gov/parents/read/resources/edpicks.jhtml?src+qc
- What Works Clearinghouse
  http://ies.ed.gov/ncee/wwc/

RFP Descriptions and Section Instructions
Assurances and Contact Information
Applicant schools and districts agree to comply with the agreements and expectations in the WRC iGrants, WRC Guidelines and WRC Memorandum of Understanding.

Section I Instructions: Goals and Demographics (15 points possible)

Goals
The WRC program model includes building sustainable volunteer reading intervention programs at schools. Schools should identify adult volunteer and peer and cross-age volunteer reading tutor goals that are reasonable and achievable yet ambitious. Peer and cross-age tutoring is recommended but not required. WRC also tracks non-tutor program volunteers that support the program in a variety of capacities just as valuable to the sustainability of the program (books

sorting, family literacy events, community presentations, etc.). Schools are required to work with their local Project Supervisor to develop goals.

Related to volunteer mobilization and recruitment, the Corporation for National and Community Service (CNCS) has placed a growing emphasis on targeting and supporting "Baby Boomer" volunteers defined as those with a birth date between January 1, 1946 and December 31, 1964. The WRC has a goal of recruiting at least 20% of its adult volunteer goal from the "Baby Boomer" generation and will be tracking this demographic as part of their grant requirements to CNCS.

In developing Family Involvement Event goals, one event is the minimum expectation.

Members Requested

Schools may request no more than three AmeriCorps members. The normal term of service for AmeriCorps members will run from September through July. Local Project Supervisors, site and co-site supervisors will assist schools in filling member positions. Local Project Supervisors along with site and co-site supervisors will also be responsible for the appropriate use of members.

Expectations and Agreements

In this section, the school is asked to certify that the staff will comply with the Memorandum of Understanding and WRC Guidelines located at http://www.esd.wa.gov/washingtonservicecorps/ Additionally, the school is asked to consult with the local AmeriCorps Project Supervisor (see page 4) and certify that all information provided is true and correct.

Demographics

Much of this information may be located on the OSPI website at
http://reportcard.ospi.k12.wa.us/

Unique school circumstances are extenuating circumstances that may influence the school's student population and/or increase the school's need for individual tutoring intervention assistance. When possible include specific numbers and/or data. Examples might include:
- Percent of school population that belong to single parent households.
- Number of students with excessive absences.
- Number of students in foster care.
- Transportation issues that may limit ability to provide extended day programs.

Section 2 Instructions: WRC AmeriCorps Member Utilization and Support (10 points possible)

WRC AmeriCorps members have proven to be an asset for many schools. AmeriCorps members perform direct service in the form of tutoring but are also involved in capacity building activities such as volunteer tutor recruitment and creation and/or support of family involvement activities. AmeriCorps members are not employees; rather they are National Service participants and have a unique, defined role in the program at your school. For additional background information on AmeriCorps, go to www.americorps.gov

Please indicate major responsibilities and activities expected of your requested WRC AmeriCorps member(s).

Please complete the training chart indicating who will provide training, using what materials and when the training will be completed.

Members should have a schedule which allows them to serve 8 hours at the school. This will include prep time or a before or after school tutoring program. Each Project Supervisor can provide information about how often the member will be expected to be off site for team training or service projects.

Schools are expected to make plans to build sustainable programs that will continue after AmeriCorps support has ceased. Schools will be expected to meet with the local sponsor agency Project Supervisor to discuss steps to creating a sustainable program.

Section 3 Instructions: Community Volunteer Recruitment and Management, Family Involvement (10 points possible)

A central concept behind the WRC is the involvement of the community to support the reading instruction that takes place in schools. All WRC schools are expected to integrate community volunteers into their WRC program as tutors for struggling readers.

Volunteers in the WRC can represent all ages and walks of life (including senior citizens, local business people, parents, college students, and peer and/or cross-age tutors). This intergenerational characteristic of volunteers strengthens the fabric of local communities, while providing an additional human element for children who need extra help.

Adult Volunteer Reading Tutor Training and Professional Development
All adult volunteer reading tutors must receive initial training in the following:
- Orientation to the school
- Discussion of the school's safety plan and emergency procedures
- Tutoring/intervention program
- How to tutor
- How and when to communicate with teachers
- Where to go with questions (who is the supervisor)
- Background on how students learn to read
- State standards and EALRS/GLE's
- How tutoring aligns with classroom instruction
- Behavior management
- Strategies for diverse learners including but not limited to second language learners

It is good practice for WRC schools to write position descriptions for adult volunteer reading tutors. Position descriptions should include the following elements: position title, brief description of duties, benefits, responsibilities and tasks, qualifications, supervisor, expected time commitment, and performance expectations.

Family Involvement
A "Family Involvement Event" in support of WRC program goals must be literacy related or have a literacy component, involve the members in the planning and/or implementation. Events must also include an invitation to families that reduces barriers to family involvement as well as increases the connection and comfort families have with the school. Family involvement should not be limited to organizing and facilitating events at the school.

Possible events and activities include: family literacy events in the school or community, events to explain instructional materials and encourage parental support, take-home literacy kits, at-home reading activities, newsletters, and English Language Learners related materials.

Section 4 Instructions: Site Supervisors (5 points possible)
Identify the site supervisor, and if applicable, identify the co-site supervisor. See Section 5 RtI/K12 Reading Model, Leadership and System-wide Commitment for explanation regarding role and responsibilities.

NOTE: No school may have more than two staff members sharing the role of WRC site supervisor. Cross training is encouraged for co-site supervisors to build capacity and enhance program sustainability.

The following duties are expected of WRC site supervisors:
- Make an introductory presentation to the school staff regarding the WRC early in the fall and share regular WRC updates with staff as applicable;
- Coordinate and oversee all WRC assessment activities;
- Facilitate ongoing communication among the staff about the alignment of WRC intervention with the core reading program and with individual student reading needs;
- Train, supervise, and monitor adult volunteer reading tutors;
- Communicate with parents to inform them that their child is involved in WRC and to provide strategies to support reading at home;
- Train, supervise, and mentor AmeriCorps members (specifics about supervision and school expectations are outlined in the Memorandum of Understanding that schools will sign if granted members);
- Attend and participate in required meetings with the local project supervisor.

Section 5 Instructions: Response-to-Intervention (RtI)/Washington State K12 Reading Model (20 points possible)
Priority will be given to schools that demonstrate they are implementing a three-tiered reading system such as RtI, or the Washington State K-12 Reading Model. RtI information is available on the OSPI website at
http://www.k12.wa.us/RTI/default.aspx
The K12 Reading Model information is available on the OSPI website at
http://www.k12.wa.us/Reading/Standards/ReadingModel.aspx .

Please read the Washington State K-12 Reading Model Implementation Guide and respond to each section. Terminology such as Tier I, Tier II, and Tier III are fully explained in the text.

Standards
WRC schools are expected to utilize a core/comprehensive reading program to deliver initial reading instruction to all students. One critical aspect of the model is alignment of the reading program with Washington State's learning standards. Washington State has conducted core/comprehensive instructional materials reviews which are available online at
http://www.k12.wa.us/Reading/default.aspx

Assessments
WRC schools are required to use screening, oral reading fluency, diagnostic and monitoring assessments and be willing to report assessment data (in compliance with FERPA) to WRC and OSPI. The purpose of screening assessment is to identify students at risk for reading failure or reading difficulties and who may need additional instruction. The purpose of progress monitoring assessment is to monitor students on a regular basis and to ensure that all students are

making adequate progress and who may need more instruction or intensive intervention to achieve grade level reading outcomes. The purpose of <u>diagnostic assessment</u> is to determine the exact areas of difficulty and to guide the instruction and/or intervention by providing in-depth information about the skills and instructional needs of students who are below grade level (who may need Tier II services). The purpose of oral reading fluency assessment is to identify students who are reading at benchmark (calculating rate plus accuracy), and who may need additional support in reading. Comprehension assessments are not required as part of this grant, but provide helpful information regarding overall reading achievement.

Schools will be provided a timeline for reporting evaluation data at the beginning of the year. Schools will submit a monthly report as well as a semi-annual report to the Project Supervisor. Schools are required to submit <u>pre and post</u> oral fluency data for WRC students in the fall and the spring.

Instruction and Intervention
The WRC intervention program can either be created to directly align with the school's core reading curriculum (if it is scientifically research-based) or it can be a research-based commercial intervention program.

Whether the school utilizes a commercial intervention program or an intervention program model based on its core reading program, scientific research on tutoring programs indicates that the instructional procedures should be:
- Fairly straightforward and easy to implement with fidelity (so that they can be taught by a non-certificated individual with limited training).
- Systematic and explicit (given the at-risk nature of the students being served).
- Consistent from session to session and in length of time (while the level of difficulty will change, the instructional procedure needs to be consistent).

WRC intervention will be those struggling students identified as needing Tier II support or strategic intervention.

Students identified to receive WRC tutoring interventions are expected to receive at least 20 minutes of one-on-one or small group intervention outside of regular reading instruction *per day* during the school year. WRC small groups should consist of no more than six students. Distributed practice and consistency of the intervention sessions are critical for struggling students. More sessions per week for less time are more beneficial than longer sessions fewer times per week.

Tutoring intervention time may be spent with one of the following types of tutors:
- AmeriCorps members.
- Adult volunteer reading tutors (including senior citizens, community members, local professionals, parents, college students (i.e., work study students).
- Peer tutors (students of the same grade reading with their peers).
- Cross-age tutors (usually older students tutoring students in lower grades).
- Paid tutors (these can be paid through other building funds including Title I funding).

Schools are expected to coordinate the WRC tutoring intervention with other reading efforts in the school.

Leadership and System-wide Commitment

Each WRC school must have an identified WRC site supervisor. It is acceptable for schools to have one lead site supervisor, as well as a co-site supervisor managing the WRC program. At least one of the site supervisors must be a certificated teacher who will agree to oversee the WRC data reporting and provide ongoing reading-specific support to WRC tutors. Desirable qualifications for a site supervisor include: Classroom teaching experience, reading expertise, a desire to foster a volunteer tutor program at the school, desire to support and mentor AmeriCorps members, supervisory experience, and the ability to commit adequate time to the site supervisor duties (generally at least one hour per week).

K-6 Reading Implementation Self-Evaluation Tool

Some schools have not fully implemented RtI, or the Washington State K-12 Reading Model, and all schools have areas for growth. The self-evaluation tool is the school's opportunity to identify aspects of RtI, or the K12 Reading Model that have not yet been addressed.