

# GUIDE TO BECOMING A READING CORPS SITE – PREK 2018-19



Considering becoming a Reading Corps PreK site for the 2018-19 school year?  
This Guide contains the information administrators should know.

**Please read this carefully prior to submitting your application.**

If you have questions about Reading Corps or about the 2018-19 site selection process, please contact  
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## READING CORPS PREK FACT SHEET

### What are Reading Corps services?

- Reading Corps tutors are trained to support the development of preschool children’s early language and literacy skills using evidence-based intervention techniques primarily targeting the following language and literacy skill areas: 1) oral language, conversation, and comprehension; 2) vocabulary and meaning; 3) book and print concepts; 4) phonological memory and awareness; and 5) alphabetic principle and knowledge.
- When children are present, tutors dedicate their time to provide **embedded** and **explicit** instruction to support the core curriculum throughout the daily routine and provide targeted small group and one-on-one support to children needing more intense supplemental instruction.
- The Reading Corps program model supports the implementation of a Response To Intervention (RTI) framework in early childhood. Simply put, this model includes frequently assessing students’ literacy skills and reviewing this data to make instructional decisions for students.

### Who are Reading Corps tutors?

- Reading Corps tutors are individuals who have signed up to do one year of national service through AmeriCorps and are commonly referred to as “members” or “tutors.” AmeriCorps is often referred to as the “domestic Peace Corps.”
- Reading Corps tutors serve as AmeriCorps members who focus on solving a societal problem – in this case, a gap in reading achievement.
- There are two classifications of tutors:
  - **Community Corps:** A person from the community who has signed up to do a year of service. They receive a living allowance and are earning hours of service toward an education award to pay for college tuition or to pay back college loans.
  - **Educator Corps:** A current employee who is in a teaching position at a site (i.e. lead teacher, assistant teacher, paraprofessional) and has signed up to do a year of service. They continue to be paid by the organization by which they are employed and are earning hours of service toward an education award to pay college tuition or to pay back college loans.
- Reading Corps tutors serve in full-time or part-time positions at a school, community preschool, or child care site and are supervised by an Internal Coach designated by the site.

### What students are “eligible” for Reading Corps services?

- The Reading Corps tutor is placed in one classroom to serve **all** the children in that room. A tutor can serve in both an AM classroom and a PM classroom. Reading Corps tutors serve in Head Start, school district early childhood programs serving children considered “at-risk”, and nonprofit child care programs (e.g., YWCA).
- A tutor must be placed in a classroom that serves 3- to 5-year-old children, with priority on classrooms with 4- and 5-year-old children.
- Children whose assessment data indicate a need for more intense individualized instruction will be eligible to receive Tier 2 or Tier 3 supplemental support from the tutor.

### What assessments are used by Reading Corps?

- The current assessment tool is the Preschool Early Literacy Indicator (PELI). The PELI assessment is designed for preschool and pre-kindergarten children (ages 3 to 5) and assesses alphabet knowledge, vocabulary and oral language, phonological awareness, and comprehension. The assessment is given in a storybook format that will be familiar to most preschoolers. The measure is untimed and takes about 15 minutes to administer per child. A supplemental Letter Sound assessment is also used. Benchmark assessments are administered by the tutor with all children in his or her classroom in the fall, winter, and spring.
- More frequent, on-going assessment is administered with children receiving Tier 2 or Tier 3 support. The purpose of more frequent assessment is to gauge student progress and the effectiveness of the intervention. This is called progress monitoring.
- These assessment tools were chosen because of their well-established statistical reliability and validity. All these measures fit under the umbrella of “Curriculum-Based Measurement” (CBM).

### What Tier 1 interventions are used by Reading Corps?

- Reading Corps Tier 1 interventions are designed to support core instruction. The Reading Corps model works well with any evidence-based curriculum (e.g., Creative Curriculum, OWL, etc.).
- Reading Corps tutors provide embedded and explicit language and literacy support to all students throughout the daily routines, including: Arrival, Sign-in, Daily Message, Choice Time, Repeated Read Aloud, Tier 2 or Tier Intervention time, Journaling, Meal Time, Small Group, and Transitions.
- Reading Corps classrooms are expected to incorporate a Repeated Read Aloud into the daily routine. The same theme-related book is read daily for one week. The teacher and tutor incorporate talking, reading, and writing into each reading to develop vocabulary and comprehension.

### What Tier 2 and Tier 3 interventions are used by Reading Corps?

- 5-7 children per class are identified to receive targeted interventions
- Tier 2 = small groups of 2-3; 10-15 minutes daily
- Tier 3 = One-on-one; 5-10 minutes daily

#### Tier 2 and Tier 3 Interventions:

- Repeated Read Aloud: To increase vocabulary and comprehension
- Phonological Awareness (3 levels): To increase skills in auditory discrimination, including environmental sounds, rhyming, and alliteration
- Visual Discrimination (5 levels): To increase skills in visual discrimination, including letter names and letter sounds

### How often do Internal Coaches meet with the tutor?

- Internal Coaches are expected to conduct two observation and coaching sessions each month (1-2 hours per session) with each Reading Corps classroom and are supported by an external Master Coach.
- Coaching sessions include conducting an intervention integrity checklist, observing and giving feedback on the Literacy and Math Rich Schedule, providing input into the data-based decision making process, problem-solving, providing objective feedback and affirmations, facilitating reflection, and goal-setting.
- Internal Coaches can expect to dedicate 6-9 hours per classroom per month to Reading Corps. In addition, Internal Coaches attend Reading Corps Institute and additional training throughout the year.

## IS PREK READING CORPS A GOOD FIT FOR YOUR SITE?

Good news - Reading Corps thrives in a wide variety of contexts. There are a few bare minimum considerations:

- Does your PreK program serve students ages 3-5?
- Will your program have been in operation for at least one academic year by 2018-19?
- Is student contact time sufficient for a tutor schedule of at least 25 hours/week, 35 hours/week or at least 45 hours/week?
- Is there support for evidence-based literacy interventions to occur during the school day?
- And one, final, critical factor: Is there someone on your staff with the talent and capacity to serve as the Internal Coach? Please turn to the "Description of Internal Coach" in this document and review it.
  - How will the Internal Coach's schedule reflect time for Reading Corps duties (approx. 6-9 hours per classroom per month) plus training (7 days [50 hours]) of training for all coaches, whether new or returning?
  - How will the Internal Coach be compensated for required training dates? Mileage/hotel accommodations?
  - How will the Internal Coach be compensated for time spent on Reading Corps duties throughout the year?
  - Will the Internal Coach also be your site's SEEDS trainer? (The commitment for sites is that they either provide SEEDS training for tutors by a qualified trainer, connect tutors with a nearby site to receive SEEDS training, or send tutors to Reading Corps-hosted SEEDS training sessions. All SEEDS training sessions need to be complete by November 30. If a site decides to have the Internal Coach become a SEEDS trainer, the Train-the-Trainer is five days in the summer and is paid for by the site.)

Name of proposed Internal Coach: \_\_\_\_\_

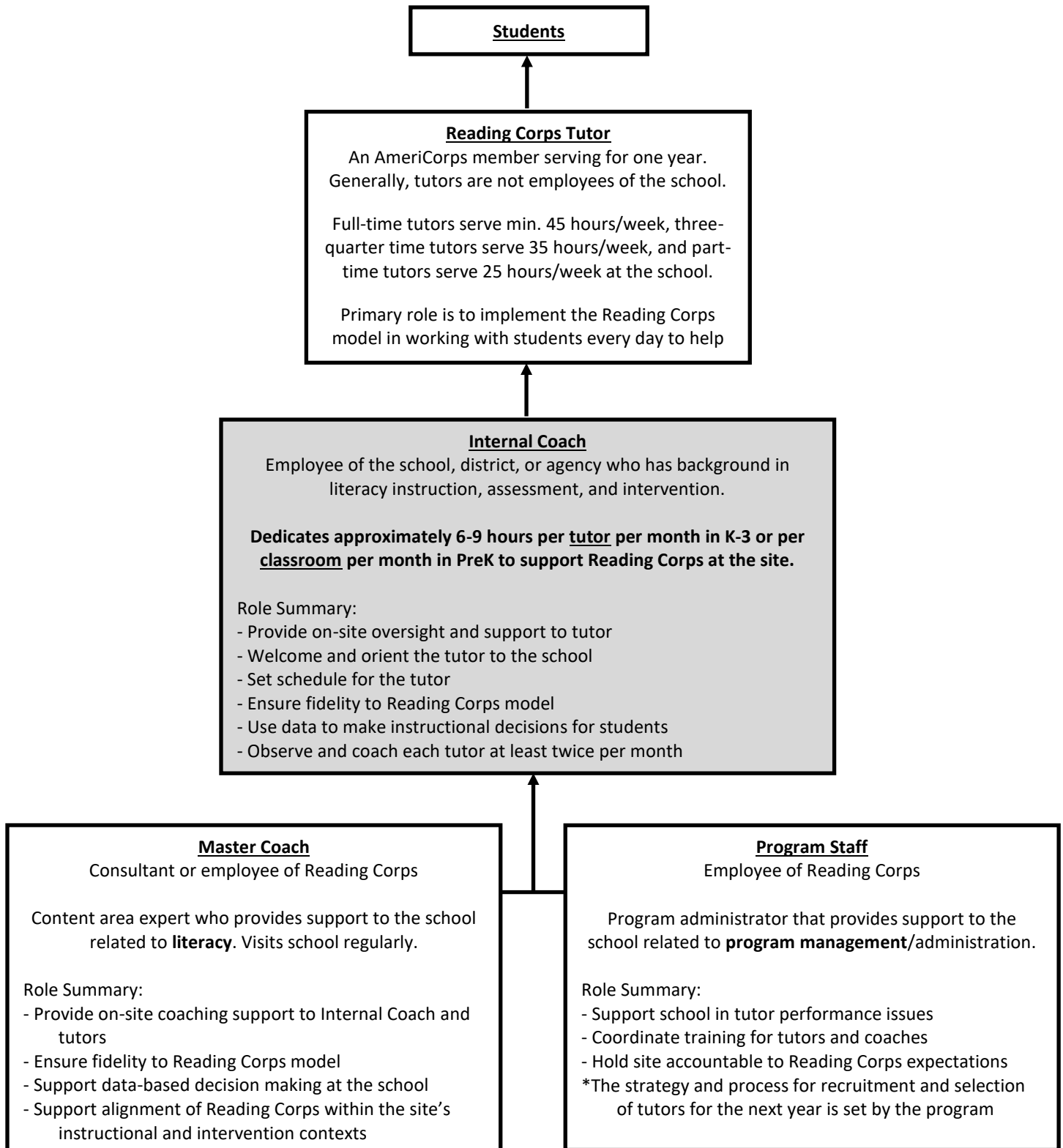
Here are some other factors that we'll want to know in order to customize a Reading Corps award for your site:

- Who are your site's other community partners, if any?
- What curriculum are you currently using, if applicable, and what assessments do you use and for what purpose?
- In which space(s) would tutoring occur?
- To which computer(s) would tutor(s) have regular, reliable access?
- What secure (locked) storage could the tutor utilize (for student files, for personal effects, etc.)?
- What is the lead classroom teacher's perspective on helping implement Reading Corps in the classroom?
- What are the teachers and other staff members' perceptions of Reading Corps?
- Which classrooms with which teachers will be identified for Reading Corps tutor(s)?
- Is the Response to Intervention/Multi-Tiered Systems of Support model of service delivery utilized at your site? In what areas (e.g., academic, behavior)?
- What is your current enrollment of preschool students? Do you predict noteworthy changes for 2018-19?
- What do we need to know about your district or agency in order to be in compliance with your own district or agency's policies for partnerships? For example, with whom should we work on the following if they come up?
  - We run extensive background checks and cannot pay for or ask tutors to pay for any additional background checks
  - Posting open tutor positions on a district or site employment page (Recruitment contact: \_\_\_\_\_)
  - Posting a site sign with the AmeriCorps logo, Reading Corps logo, and potentially the logo of any funder who is sponsoring the program at your site

### The Process to Apply

X	Instructions
	Locate site application at <a href="#">2018-19 PreK Site Application</a> (Available January 22, 2018).
	Create a "new user" account, even if you applied last year. You will create your own username/password.
	Complete the application. <i>You may save partial work and log in prior to February 28, 2018 to finish or make changes.</i>
	<b>By February 28, 2018:</b> Save and submit the completed application. <i>You will receive an auto-email with your responses to save for your records.</i>

## SUPPORTING ROLES IN READING CORPS



## DESCRIPTION OF PRESCHOOL LITERACY TUTORS

The chart below describes the two Reading Corps positions available through Reading Corps.

- You will need to indicate your request of full-time, three-quarter time and/or part-time positions on the Site Application.
- New sites are strongly encouraged to apply for both Educator Corps and Community Corps positions.
- You may choose to request Community Corps only, Educator Corps only, or a combination of both.
- Placing a Community Corps tutor in a classroom with an Educator Corps tutor is encouraged.

	Preschool Literacy Tutor – Community Corps	Preschool Literacy Tutor – Educator Corps
<b>Who is this person?</b>	Someone recruited from the community – a recent college graduate, a parent, a retiree, etc.	A <b>current employee</b> who is in a teaching position at your site working in a classroom with children ages 3-5.
<b>What does the tutor do at the site?</b>	The tutor collaborates with the classroom teaching staff to incorporate specific Reading Corps strategies into the daily routine.	The tutor continues fulfilling his or her regular teaching responsibilities, but is expected to incorporate specific Reading Corps strategies into their instruction.
<b>Are there other things the tutor is expected to do?</b>	The tutor is required to attend Reading Corps training as frequently as once a month with Internal Coach. Training <i>may</i> occur on Saturday in some locations.	The tutor is required to attend Reading Corps training as frequently as once a month with Internal Coach. Training <i>may</i> occur on Saturday in some locations. Site may need to provide substitute for instances when training is during regular work hours.
<b>What is the time commitment?</b>	<ul style="list-style-type: none"> <li>• A full-time tutor serves 45 hours/week at the site and completes 1700 hours of service August 2018 through June 2019.</li> <li>• A three-quarter time tutor serves 35 hours/week and completes 1200 hours of service August 2018 through June 2019.</li> <li>• A part-time tutor serves 25 hours/week and completes 900 hours August 2018 through June 2019.</li> </ul>	<ul style="list-style-type: none"> <li>• A full-time tutor works 45 hours/week at the site and completes 1700 hours of service August 2018 through June 2019.</li> <li>• A three-quarter time tutor works 35 hours/week and completes 1200 hours of service August 2018 through June 2019.</li> <li>• A part-time tutor works 25 hours/week and completes 900 hours August 2018 through June 2019.</li> </ul>
<b>What are the financial benefits?</b>	<ul style="list-style-type: none"> <li>-Bi-weekly living allowance</li> <li>-Education award up to \$5,920</li> <li>-Student loan forbearance on federal loans</li> <li>-Limited benefits health insurance (full-time and three-quarter time)</li> </ul>	<ul style="list-style-type: none"> <li>-Education award up to \$5,920</li> <li>-Student loan forbearance on federal loans</li> </ul>

<p><b>What are the non-financial benefits?</b></p>	<ul style="list-style-type: none"> <li>-Receive free professional development</li> <li>-Help students improve literacy skills</li> <li>-Make an impact on their community</li> <li>-Gain valuable teaching experience</li> <li>-Learn literacy teaching strategies</li> </ul>	<ul style="list-style-type: none"> <li>-Receive free professional development</li> <li>-Become a better teacher</li> <li>-Learn cutting-edge literacy strategies</li> <li>-Network with other professionals</li> </ul>
<p><b>How do they get involved?</b></p>	<p>Start the process by completing a Reading Corps application online at <a href="http://www.MinnesotaReadingCorps.org">www.MinnesotaReadingCorps.org</a></p>	<p>Director should present position to staff before submitting site application to know how many positions to request. Employees would start the process to become a tutor by completing a Reading Corps application.</p>

## DESCRIPTION OF INTERNAL COACH

Literacy coaching is a critical element to the success of Reading Corps and its students. The ability to provide adequate coaching support must be carefully considered.

There is no cash fee to participate in Reading Corps.

**That does not mean there is not a cost for the school.**

The primary cost for a school is devoting a % of time for a staff person to be the Internal Coach.

Internal Coach Description	
<b>Role</b>	The Internal Coach is designated by the administrator and will be trained by Reading Corps to provide literacy support and oversight to the Reading Corps tutors. Internal Coaches will uphold the Reading Corps model and act as a liaison between teachers and tutors or program staff.
<b>Person</b>	<p>The service site will name a staff person(s) to become an Internal Coach for Reading Corps. An excellent candidate may be drawn from among center managers, supervisors, mentors, education coordinators, lead teachers, literacy specialists, etc., provided he or she meets the following three criteria.</p> <p>An Internal Coach should:</p> <ul style="list-style-type: none"> <li>➤ Have a sound background in early literacy</li> <li>➤ Be open to feedback and to new approaches to early literacy</li> <li>➤ Have time allocated to fulfill the responsibilities listed below</li> </ul> <p>Note: Challenges occur when a director/principal assigns this responsibility to a staff position without concretely opening dedicated time in that position for Reading Corps coaching. We recommend that directors/principals be thoughtful about <i>incorporating</i> this responsibility into a staff person's position.</p>
<b>Time Commitment</b>	<ul style="list-style-type: none"> <li>• 6-9 hours of coaching and tutor support per Reading Corps classroom per month</li> <li>• 7 days (50 hours) of training in addition to SEEDS training time</li> </ul> <hr style="width: 50%; margin-left: 20px;"/> <p style="margin-left: 20px;">Required training + coaching for <b>1 classroom</b> = approx 0.1 FTE</p> <hr style="width: 50%; margin-left: 20px;"/> <p style="margin-left: 20px;">Required training + coaching for <b>2 classrooms</b> = approx 0.15 FTE</p> <hr style="width: 50%; margin-left: 20px;"/> <p style="margin-left: 20px;">Required training + coaching for <b>3 classrooms</b> = approx 0.2 FTE</p>
<b>Training</b>	<p><b>Reading Corps Institute:</b> Internal Coaches are required to attend Reading Corps Institute prior to the start of the year. New coaches attend three days (24 hours) and returning coaches attend one day (eight hours) of literacy training and orientation.</p> <p><b>Ongoing Training:</b> (held regionally and may occur on Saturdays) Internal Coaches will attend 4 separate days throughout the year; Internal Coach attends with tutor.</p> <p><b>SEEDS of Learning:</b> Every new Internal Coach is required either to provide as the trainer or to attend those SEEDS of Learning sessions not covered in Reading Corps training sessions (see next section: Site Expectations in Implementing Reading Corps).</p>



<b>Responsibilities</b>	<p>Provide an <b>on-site orientation</b> for the tutor to introduce him/her to your site</p> <p><b>Set a daily schedule</b> with the tutor that includes the ability to serve 45 hours per week (full-time tutors), 35 hours per week (three-quarter time tutors), or 25 hours per week (part-time tutors) at the site</p> <p>Provide support to allow the tutor to develop professionally throughout the year, including inviting the tutor to participate in <b>professional development opportunities</b> at the service site and in the community</p> <p>Conduct <b>two coaching sessions per month per classroom</b> to do the following:</p> <ul style="list-style-type: none"> <li>• Help Reading Corps tutor and teaching team <b>implement the Response to Intervention data-driven decision-making model</b> to review data &amp; set goals</li> <li>• Assist in the tutor's <b>implementation of student literacy assessments</b></li> <li>• <b>Conduct integrity observations</b> of the assessments (three times/year) and interventions (twice-monthly) used by the tutor to ensure fidelity to the model</li> <li>• Complete an <b>Early Language and Literacy Classroom Observation (ELLCO)</b> in the fall and spring to provide objective feedback and suggestions to the teaching team to enhance the literacy environment</li> <li>• Ensure integrity to the <b>Literacy and Math Rich Schedule</b></li> <li>• Support the tutor in implementing the family literacy intervention, <b>Talk, Read, and Write With Me!</b></li> <li>• Ensure the tutor is <b>accurately reporting student data</b>, including assessment scores and demographic information, by the deadlines</li> </ul> <p><b>Consult with the Master Coach</b>, who meets with the Internal Coach and tutors to do observations, conduct fidelity checks for assessment and interventions, and review student progress. The frequency of Master Coach visits ranges from three times per year to once a month, depending on the site's needs and the Internal Coach's experience with Reading Corps</p> <p>Work closely with Reading Corps program staff and site administration to <b>proactively address performance issues</b> if they arise. Tutors are expected to adhere to site policies and procedures regarding confidentiality, safety, dress code, attendance, etc.</p> <p>Complete a <b>semi-annual online program survey</b> and participate in <b>semi-annual site visits</b> with Reading Corps program staff</p> <p><b>Approve tutor timesheets</b> once every two weeks and complete a <b>tutor performance evaluation</b> two times per year</p> <p>Submit <b>in-kind reports</b> to record staff wages and time dedicated by your site to Reading Corps</p> <p>Participate in <b>special site visits</b> to highlight and demonstrate the effectiveness of the Reading Corps program. These site visits may include media, legislators, corporations, and other parties involved in funding</p> <p>Fulfill additional or modified responsibilities for Reading Corps pilot projects, as applicable</p> <p>Complete an <b>FBI background check</b> in accordance with federal grant requirements</p>
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## SITE EXPECTATIONS IN IMPLEMENTING READING CORPS

1. Identify a staff person to fill the role of Internal Coach and allocate sufficient time for the person to attend training and fulfill the responsibilities of Reading Corps, including providing on-site supervision and support to the Reading Corps tutor. Pay for the cost of substitutes to allow Internal Coach and Educator Corps tutor to attend training (if applicable).
2. Work in collaboration with Reading Corps staff to find high-quality Reading Corps tutors for your site.
3. Prioritize the placement of Reading Corps tutors in classrooms that serve 4- and 5-year-olds who are going to Kindergarten the next year.
4. Educate lead teacher and teaching teams about the Reading Corps model and expectations to capture buy-in and support for implementation.
5. Welcome the tutor to the site, introduce to staff, provide an orientation to the site, etc. In addition, designate tutoring space that allows children to focus on the task. Provide work space for the tutor to use, including a locked filing cabinet and computer access (with Google Chrome or Firefox as the web browser).
6. Reading Corps requires that, before November 30, all tutors and new Internal Coaches attend all of the SEEDS of Learning sessions (delivered by a certified SEEDS of Learning trainer) that are not otherwise covered in Reading Corps training sessions. If a site does not have a SEEDS-certified trainer, a site may either (1) identify and send a staff person, at cost to the site, to a 5-day SEEDS of Learning Train the Trainer, usually offered by SEEDS in June or July in Minneapolis/St. Paul, or (2) negotiate attendance at a nearby site's SEEDS sessions or use of a nearby site's SEEDS trainer, at cost to your site per the arrangements you negotiate, or (3) send tutors and Internal Coaches to the Reading Corps-hosted set of SEEDS sessions that will be offered as a reserve to the options above.
7. **SEEDS "Big 5" Early Literacy Predictors:** The classroom teaching staff and tutor commit to intentionally incorporate the following SEEDS "Big 5" early literacy predictors in their daily interactions and schedule:
  - Conversation skills
  - Vocabulary and background knowledge
  - Book and print rules
  - Phonological awareness (rhyming & alliteration)
  - Alphabetic knowledge

Internal Coaches and tutors will be trained in the concepts and strategies from SEEDS of Learning.

8. **Literacy and Math Rich Schedule:** The classroom teaching staff and tutor commit to using the Reading Corps Literacy and Math Rich Schedule, which is a tool that outlines the classroom expectations for Reading Corps. The schedule serves as a guide to build evidence-based routines into the daily schedule, and helps classrooms determine how the SEEDS "Big 5" essential skills will be embedded and explicit throughout these daily routines and how to individualize instruction. The Literacy and Math Rich Schedule includes the following elements:
  - **Arrival:** Children are greeted daily
  - **Sign-in:** Children write their names daily, with the support of a tutor or teacher
  - **Mealtime:** Mealtime conversations with children are encouraged by using a "Strive for 5" conversation loop, with an emphasis on theme-related vocabulary
  - **Large Group:** Children are provided an opportunity for large group learning

- **Daily Message:** Children are provided with a 2-4 minute fun and meaningful shared print activity (usually done in large or small group)
  - **Repeated Read Aloud:** The same theme-related book is read daily for one week. The teacher and/or tutor incorporate talking, reading, and writing into each reading with the intention of developing vocabulary and comprehension.
  - **Tier 1 Small Group:** Tutors lead an additional Tier 1 small group Read Aloud once a week
  - **Journal:** Children are given the opportunity to write and draw something of interest in a journal each week
  - **Choice Time/Active Learning:** Children have time to make choices and pursue their own interests in a literacy-rich classroom
  - **Tier 2 & Tier 3 Interventions:** Tutors implement Tier 2 (small group, 10-15 minutes) or Tier 3 (one-on-one, 5-10 minutes) interventions with selected students daily
  - **Literacy-Rich Transitions:** The tutor and/or teacher use a song or rhyme focused on rhyming, alliteration, letter names, letter sounds, or vocabulary and oral language to transition children from one activity to the next
  - **Family Engagement:** The family literacy intervention\*, *Talk, Read and Write with Me!*, is sent home weekly to encourage families to talk, read, and write at home. In collaboration with the site, tutors communicate program objectives with parents of children receiving Reading Corps services.  
\* *Note: Reading Corps provides Talk, Read, Write materials annually, but asks that the site be responsible for inventorying and housing extra materials from one program year to the next.*
9. **Literacy-Rich Environment:** The tutor will assist the teaching team in creating and maintaining a literacy-rich environment that achieves a ‘basic’ or better score as defined by the Early Language and Literacy Classroom Observation (ELLCO). The tutor will add to environment by putting concrete, theme-related vocabulary props and opportunities to talk, read, write, and play into three or more centers.
  10. **Student Assessments:** Support benchmarking by the tutor during the fall, winter and spring benchmark periods for children in Reading Corps classrooms. In addition, support monthly progress monitoring by the tutor to guide instruction and interventions, along with collection of baseline data as applicable.
  11. **Response To Intervention (RTI) Data-Driven Decision-Making:** Ensure successful implementation of Response to Intervention data-driven decision-making process. Coordinate decisions about teaching strategies and intervention selection with the Internal Coach and/or teachers based on the needs of each individual child and/or groups of children.
  12. Provide demographic data and state-assigned ID (if available) for all students receiving Reading Corps services.  
The Reading Corps program functions in full compliance with state laws and the Family Educational and Privacy Rights Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), the Federal law that governs appropriate protection of student education record data. A detailed description of data required from the site for participating students is provided in the Reading Corps Site Agreement.
  13. Provide a mechanism for informing families that their child is receiving Reading Corps services. One option is to use the template letter provided by Reading Corps.
  14. Report in-kind contributions to the program.
  15. Ensure service site is accessible to people with disabilities.

## COSTS OF READING CORPS

Reading Corps does not charge schools a cash fee to receive the program. ServeMinnesota (the state service commission on AmeriCorps) secures more than \$37 million annually in federal, state, private, and foundation support to ensure that schools do not have to pay a cash fee to receive Reading Corps support for students. Although there is not a cash fee, the school will incur some costs (outlined below) as it implements Reading Corps. The primary cost for the school is allocating time for the Internal Coach to fulfill his/her responsibilities.

Description of cost	Reading Corps pays	Site pays*
Tutor recruitment efforts (e.g. advertising)	✓	✓
Background checks on tutors	✓	**
Tutor living allowance	✓	
Tutor benefits (insurance for full-time tutors, education award, forbearance)	✓	
Worker's Compensation policy for tutors	✓	
Tutor mileage to attend Reading Corps-required training	✓	
Tutor mileage to attend site-required training, including SEEDS (if applicable)		✓
Cost of including tutors in site-sponsored training		✓
Misc. supplies used by tutor (e.g. markers, photocopies, paper, stickers)		✓
Computer and Internet access for tutor		✓
Work space for the tutor, including locked file cabinet		✓
Salary of Internal Coach to fulfill Reading Corps responsibilities (including attending training)		✓***
Salary of Master Coach to fulfill Reading Corps responsibilities	✓	
Cost of substitute to allow Educator Corps tutor(s) to attend training		✓
Reading Corps manual, along with assessment & intervention materials	✓	
<u>Expenses related to SEEDS of Learning:</u>		
SEEDS of Learning Train the Trainer (5 days) - registration fee + travel expenses (lodging, mileage, food, parking, etc.)		✓
SEEDS of Learning Training for staff & tutors on-site		✓
<u>Expenses related to Internal Coaches' attendance at Reading Corps training:</u>		
Training content fees for <b>regularly scheduled</b> Reading Corps trainings	✓	
Training content fees for <b>make-up</b> Reading Corps trainings (\$75/hr)		✓
Travel expenses (Lodging, mileage, food, parking, etc.)		✓
Salary of Internal Coach to attend training days		✓
Cost of substitute to allow Internal Coach to attend <u>all</u> training days		✓

\* The expenses incurred by a site when it participates in Reading Corps are considered the site's in-kind contribution to the program, and must be reported to Reading Corps so that it can meet its federal matching requirement.

\*\* If site or district policy requires a background check above and beyond what is conducted by Reading Corps, that fee is not paid by the program, nor may it be passed on to the tutor.

\*\*\* Challenges occur when a director/principal assigns this responsibility to a staff position without concretely opening dedicated time in that position for Reading Corps coaching. We recommend that directors/principals be thoughtful about incorporating this responsibility into a staff person's position.

## PROGRAM TIMELINE

January 22	Site Application released online
February 28	Site Application due
March 1	Tutor Application released online
May 7	Sites are notified of 2018-19 site selection decisions (“site awards”); Site Agreement included
February – June 30	Recruit and selection period for the Preschool Literacy Tutor positions
May 7	Signed Site Agreement returned to Reading Corps
May	Internal Coach is identified and is registered to attend Reading Corps Institute
<b>June 30</b>	<b>All tutor positions filled!</b> <i>(unfilled positions may be re-assigned to other sites)</i> Continue to recruit for all unfilled positions
June/July (5 days)	SEEDS of Learning Train the Trainer for designated trainer from site <i>(if applicable)</i> <i>Exact dates, cost, and availability to be determined by SEEDS of Learning, LLC</i>
August 14-16	Reading Corps Institute training for new Internal Coaches
August 14	Reading Corps Institute training for returning Internal Coaches
August 13-14	Reading Corps Institute training for returning Educator Corps tutors
August 13-16	Reading Corps Institute training for Reading Corps tutors

*Dates included in this timeline are subject to change based on program need.*