

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction	
Modified Standard Form 424 (Rev.02/07 to conform to the Corporation's eGrants System)			
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):		3. DATE RECEIVED BY STATE: 12-JAN-11	STATE APPLICATION IDENTIFIER:
2b. APPLICATION ID: 11AC122443		4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHWA0010002
5. APPLICATION INFORMATION			
LEGAL NAME: WA State Employment Security Department DUNS NUMBER: 808882914		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Debbie Aoki TELEPHONE NUMBER: (360) 486-5903 FAX NUMBER: (360) 407-2647 INTERNET E-MAIL ADDRESS: daoki@esd.wa.gov	
ADDRESS (give street address, city, state, zip code and county): 670 Woodland Square Loop SE Lacey WA 98503 - 1045 County: Thurston			
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 916001099		7. TYPE OF APPLICANT: 7a. State Government 7b.	
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):		9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service	
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps State		11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Washington Reading Corps	
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Statewide service is provided in all 39 counties		11.b. CNCS PROGRAM INITIATIVE (IF ANY):	
13. PROPOSED PROJECT: START DATE: 09/01/11 END DATE: 08/31/12		14. CONGRESSIONAL DISTRICT OF: a.Applicant <u>WA 00</u> b.Program <u>WA 009</u>	
15. ESTIMATED FUNDING: Year #: <u>2</u>		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?	
a. FEDERAL	\$ 3,350,000.00	<input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372	
b. APPLICANT	\$ 2,425,865.00		
c. STATE	\$ 0.00		
d. LOCAL	\$ 0.00		
e. OTHER	\$ 0.00		
f. PROGRAM INCOME	\$ 0.00		
g. TOTAL	\$ 5,775,865.00		
17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO		18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.	
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Mary Frost	b. TITLE: Dep. Asst. Commissioner	c. TELEPHONE NUMBER: (360) 902-9534	
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/02/11	

Narratives

Executive Summary

The Washington Reading Corps (WRC) is a program of the Washington Service Corps, an Intermediary that is designed to support seven organizations with financial and technical assistance in order to place 260 members in reading tutoring and literacy development positions in high-risk, low-income schools. The WRC engages the talent, energy and passion of AmeriCorps members to address critical literacy needs of youth, achieved through research-based tutoring. The services that members provide strengthen academic achievement of struggling readers in schools selected to participate in WRC. Service opportunities for members foster career and employment development and future workforce leaders in the field of education. This grant will provide Continuation funding to support 260 members providing service in 76 schools and 24 early learning centers throughout the state of Washington in both rural and urban settings.

Rationale and Approach

COMPELLING COMMUNITY NEED:

Research from the National Institute of Literacy confirms the necessity of strong reading skills as a tool for long-term success. Alarming, research also confirms that only 1 out of every 8 students who enter the 4th grade not reading at grade level, ever will. This is the basis for the Washington Service Corps (WSC) and the State of Washington Office of Superintendent of Public Instruction(OSPI) forging a strong and multi faceted approach to impact-driven reading tutoring program which is the Washington Reading Corps (WRC).

According to the National Institute for Literacy, low literacy is strongly related to unemployment, poverty and crime. On average, welfare recipients ages 17-21 read at the 6th grade level, well below what is needed to earn a living wage. In fact, 43 percent of those with the lowest literacy skills live in poverty. Another demographic affected by deficits in literacy is that the prison population, both male and female, those sent to prison generally have lower literacy skills than the rest of the population: 70 percent of prisoners fall into the lowest two levels of reading proficiency.

Narratives

Results from Washington State's standardized test, the Washington Assessment of Student Learning (WASL), confirm that although students across the state are improving their reading skills, as demonstrated by the percentage who meet or exceed the reading standard at fourth grade, thousands still struggle and fail. In 1997, the first year of the WASL, only 47.9% of Washington's 4th graders met or exceeded the standard for reading. Due to these dismal test results, the Governor's Office, the Washington Service Corps and the state's education agency, the Office of Superintendent of Public Instruction, formed the Washington Reading Corps in order to develop volunteer tutoring programs in the state's neediest schools.

As of 2009, tremendous progress has been made. Across all 4th graders in the state, 73.6 % met or exceeded the reading standard. However, within high-need populations reading scores, although improving, indicate that there is still much work to be done. Compared to the statewide figure of 73.6% for all 4th graders, only 61.6% of low-income, high-need, 4th graders met or exceeded the standard. The achievement rates for other WRC target groups were even lower. Only 59.9% of African-American 4th graders met or exceeded the standard; 55.9% of Hispanic/Latino 4th graders; 48.7% of migrant 4th graders; and 32.2% of limited English 4th graders.

According to the Washington Learns report, economists and educators have found that investments in high-quality early learning, especially for at-risk children, yield significant benefits. The Perry Preschool Study found that \$8 was saved for every \$1 invested in early learning, as the costs of remedial education, special education, abuse and neglect, health care, school drop-out rates, teen pregnancy, crime and incarceration were all significantly reduced. The clear message is that if we invest now in early education, we will all benefit later as more of our students graduate from high school, become and stay employed and earn higher wages. Unfortunately, in Washington State, kindergarten teachers report that less than half of incoming students are prepared for kindergarten; less than 25% in high poverty areas.

Plentiful research verifies the importance of literacy-building early learning activities for young children,

Narratives

prior to kindergarten entry. Children who are likely to begin school less prepared to learn to read include children living in low-income communities, children with limited English proficiency; preschool children slated to attend an elementary school where achievement is chronically low and children whose parents have a history of reading problems. These populations mirror those targeted by WRC intervention.

DESCRIPTION OF ACTIVITIES AND MEMBER ROLES

WRC will engage 300 members over each of the next three years to serve high-need schools and communities by providing tutoring to elementary and early-learning students; recruiting and managing volunteers; and engaging families and communities in promoting literacy. The 300 members will drive efforts to reach children most in need of tutoring and literacy enhancement services through WRC tutoring and literacy development activities. Members will be divided into seven teams. Each team will be based in an education or non-profit agency that serves as a project site, and is led by a project supervisor. The seven project sites currently are based in: 1) Educational Service District 112 in Vancouver; 2) Community Youth Services in Olympia; 3) Educational Service District 101 in Spokane; 4) Skagit County Community Action Agency in Mount Vernon; 5) Solid Ground in Seattle; 6) Intermountain AmeriCorps in Wenatchee and; 7) OIC of Washington in Yakima. WRC members will serve at local elementary schools and early learning sites in 20 counties, reaching rural and urban settings across the state of Washington. All slots are full time as members serve during the school day and in before and after school programs.

Tutoring to elementary and early-learning students will be provided at approximately 100 schools and community sites, and will project to serve 7,000 elementary and early learning children in each of the next three years. All elementary students will be tutored at schools that are awarded WRC grants through the competitive request for proposal (RFP) issued by OSPI. Some early-learning children will be served through programs based in school buildings, such as Head Start and Early Childhood

Narratives

Education and Assistance. Others will be served at community sites, through early learning partnerships managed by WRC project sites.

WRC schools utilize methods of teaching and student learning based on scientific reading research and effective practices. The tutoring provided by members and volunteers at each school will directly align with the school's core reading curriculum.

All students identified by the schools as needing intervention will work one-on-one or in small groups with WRC members or recruited volunteers for at least 20 minutes per session. Tutoring provided by members and volunteers will be in addition to the regular reading instruction provided by classroom teachers. Members will be trained in research-based tutoring interventions provided by OSPI.

Tutoring for early learners will be research-based and will focus on language, communication and literacy development, to help prepare young children to be readers in elementary school. The role of WRC tutors working with early learners will not be to teach reading, but rather to prepare children to learn to read through a research-based and culturally relevant approach. Typical activities will include story time/circle time, book-related art projects to build comprehension and motivation, vocabulary building activities, oral word plays and songs, and letter-recognition exercises.

WRC members will recruit volunteers to extend and enhance tutoring at WRC schools and early learning sites and build the capacity of sites to sustain the tutoring program beyond the alliance with AmeriCorps. Members will train tutors and provide ongoing support, with assistance from school site supervisors.

Through volunteer recruitment, members will focus on engaging students in communities and harnessing baby boomers' experience. WRC has set a goal of recruiting and training at least 4,000 volunteers each year that will serve as tutors and/or support family involvement or service activities pursued by members.

Recruitment of baby boomers as volunteers will be a priority for all members; at least 20% of adult volunteers each year will be from the baby boomer generation. The number of volunteers are monitored

Narratives

via a regular monthly status report from each site and totals are added to a cumulative tracking chart for all programs. The number of total volunteers and those identified as baby boomers are compared to assure progress is made toward target goal. Members will also focus on recruiting peer and cross-age tutors. This strategy will build capacity within schools for supporting service learning by engaging students' peers, and community youth, in serving others through tutoring.

Encouraging and facilitating family involvement to promote children's literacy will be an important member role in schools and early learning sites. Research has repeatedly proven that parental involvement regarding literacy, and reading in particular, influence children's literacy development. WRC members will organize family literacy events and activities in order to engage parents and caregivers in reading with their children and creating a print-rich environment in the home. Family involvement strategies will be addressed within the training offered to members at the SERVES institute, the four-day training WSC provides to members in fall of each year to increase their skills and resource tool kits. Members will help build the capacity of schools to engage families both as key partners in their children's literacy and as potential volunteers.

SERVES training, and the expertise of project supervisors, will support members as they organize and implement family involvement activities. These include: family literacy events; take-home literacy kits; at-home reading activities; newsletters; and materials that meet the unique needs of non-English language learners. Family involvement will focus primarily on families of WRC students, but may also engage the full school community and will provide an excellent opportunity for engaging volunteers. Members serving in early-learning settings will also provide family involvement activities that promote a literacy focus. Family involvement at the early learning level will assist parents of young children to engage their children in play that incorporates literacy activities, to learn practices that promote literacy development when reading with children, and to create print-rich environments at home. Events will include book give-aways, story telling opportunities for parents and their young children and instruction

Narratives

on dialogic reading, a research-based one-on-one reading technique that is easily practiced in the home by caregivers of all educational and language backgrounds. This method teaches parents/caregivers to discuss what the child is seeing and hearing to encourage dialogue and the initial experience of critical thinking skills by relating to printed word. This model as well as other current and cutting edge approaches were shared by the Thrive by Five organization at the October 2009 SERVES institute and attended by all WRC members based in early learning programs.

Members serve at their sites full time and therefore serve in a different capacity than a community volunteer. They do not, however, take on the role of a teacher or paraprofessional. WRC members support reading intervention plans that certified teachers and paraprofessionals develop and implement. This is clearly defined in the Memorandum of Understanding (MOU) that is signed by project supervisors, school principals and members. The MOU states what activities are prohibited and inappropriate for a WRC member. Project supervisors and WRC team coordinators (WSC staff assigned to each WRC team) visit schools on a regular basis to ensure there are no violations of non-displacement laws. Rules regarding prohibited service activities will also be included in training for members, WRC schools and project sites. Projects will be responsible for addressing these issues during recruitment, orientation, training and meetings with members. Compliance will be monitored by project supervisors and WSC. Members will be supervised on a daily basis by an on-site supervisor and monitored by a project supervisor who works out of one of our seven local projects. This model enables the members to be supported daily by educators who are experts in reading intervention and school culture. It also allows the project supervisor to be instrumental in member development and training.

Currently, the WRC operates a model of recruiting, training (technical) and supporting members and volunteers at the selected project site level. These project sites oversee members who provide one-on-one and small group tutoring to struggling readers across the state. Project site staff and site supervisors are trained by WRC program coordinators in the proper administration of the selection,

Narratives

placement, screening and supervision of members.

MEASURABLE OUTPUTS AND OUTCOMES:

The WRC will address the Education priority area and will use the National CNCS standardized performance measures. We will use Measure #1: Number of students who start in the Washington Reading Corps; Measure #2: Number of students who complete participation in the Washington Reading Corps; Measure #5: Number of students with improved academic performance. Our logic model is as follows:

Outputs:

- Number of students enrolled in the program will only be counted once during program year.
- Number of students enrolled that complete participation in the tutoring or literacy development activities.
- Number of students tutored in reading or reading readiness skills
- Number of volunteers recruited and trained to tutor elementary and early learning students and/or support family involvement or other service activities pursued by members.

Intermediate Outcomes:

- Students will demonstrate improved attitudes, behaviors or self-confidence in reading.
- Volunteers will report a desire to volunteer in the future.

End Outcome:

- Students will gain a grade level or meet benchmark in reading skills.

The WRC has developed a Student Tracking Log (STL) that contains extensive data on the students tutored by WRC members and volunteers. The STL tracks all students and includes information such as: grade; tutoring duration; frequency and group size; date entered and exited the WRC program; and

Narratives

pre and post reading assessment data. Using this system, we can determine the number of children tutored (output); their improved attitudes, behaviors and confidence (intermediate outcome); and whether or not they gained a grade level or met benchmark in reading (end outcome).

Volunteers are tracked through volunteer tracking logs (output) and fill out surveys on which they indicated their plans to volunteer in the future (intermediate outcome).

PLAN FOR SELF-ASSESSMENT AND IMPROVEMENT:

Support, training and ongoing evaluation are all critical elements that support WRC's commitment to continuous program improvement. WRC guides project supervisors in building relationships with site supervisors. Collaboration among schools or early learning sites and project supervisors is essential in meeting performance measures. Although the day-to-day work of achieving performance measures through tutoring and volunteer engagement occurs at the school or early learning sites, project sites are responsible for meeting and reporting on the measures. The collaboration between site supervisors and project supervisors is nurtured through their shared participation in tutor training and is supported by WRC staff coordinators through emails, every other month conference calls, regular site visits, and formal in-person meetings at least twice each year.

WRC has instituted monthly targets as part of the reporting structure from project sites. By focusing on monthly targets that roll up to the performance measures, project supervisors are better positioned to identify and address areas that need improvement. This also positions WRC to address the training and technical assistance needs of members and supervisors.

WRC will also perform extensive program assessment and improvement through the collection of the Student Tracking Log (STL) that will be completed by each school. The WRC program model is based on research that shows increased returns on tutoring when group size is less than 5 students and the duration is greater than 20 minutes. Through monthly collection of this log, WRC staff can monitor the tutoring group size, frequency and duration. Staff can also ensure that the eligible students are the

Narratives

primary recipients of WRC tutoring services. This is a noteworthy program improvement from the last grant cycle and will allow us to continually monitor the quality of the program at the site level.

SERVES is a large scale training program offered once per year to train the AmeriCorps members from across the state of Washington. Various curriculum tracks provide skill-based training to members in focus areas such as tutoring, communication and cultural sensitivity. SERVES is designed to play an important role in addressing training and technical assistance needs and promoting a culture of continuous improvement. Training opportunities for members are extensive and cover a range of topics directly relevant to their tutoring assignments including: Service Learning, Sustaining Volunteer Programs, and Early Childhood Development and Literacy. Training specific to project supervisors is provided at SERVES and at a three-day training conference each spring.

Other feedback strategies are implemented to assure concerns and problems, as well as best practices and successes, are communicated among WRC partners. Project supervisors and WRC staff participate in conference calls every other month. Surveys among key WRC stakeholders--including members, teachers, site supervisors and project supervisors--are completed at least once each year.

For the last two years, WRC has worked with Education Northwest formerly called Northwest Regional Educational Laboratory (NWREL) in order to assess and improve our program. Education Northwest was instrumental in creating the new Student Tracking Log and moving the WRC from soft data such as teacher surveys to hard data including actual test scores and assessment benchmark reporting in order to calculate the true impact of WRC. The WRC will continue to work with qualified and credentialed evaluators to assess and improve the program. The determination has not been made regarding the evaluation agency, for the 2010-11 year.

COMMUNITY INVOLVEMENT:

Schools are primarily responsible for identifying community need. Current WRC schools pursued WRC grant funding through a competitive request for proposal (RFP) process conducted by the state's

Narratives

education agency, the Office of Superintendent of Public Instruction (OSPI). Funding priority was given to low-performing schools committed to hosting members and implementing a research-based tutoring program for students having difficulty learning to read. In spring 2011, OSPI will issue a new RFP to solicit proposals from both elementary and early learning sites. Project sites also have a role in identifying high need schools in local communities. They will collaborate with schools in establishing goals and performance measures for the RFP.

Project sites will be primarily responsible for engaging partners and stakeholders. This includes supporting members to mobilize more volunteers and expand the range and breadth of in-kind and cash donations. Although much of the work of engaging partners and stakeholders must happen at the local level, WSC, and the other WRC partners, are active in building and sustaining a stakeholder base at the state level. One key effort is the Friends of the Washington Reading Corps -- an advocacy group of high level stakeholders. Membership includes former Governor Gary Locke and other statewide leaders representing foundations, government and business. The Friends will continue to be an important ally for WRC, educating legislators regarding the importance of WRC's work in meeting the state's goals for K-12 academic achievement and furthering the statewide focus on the literacy needs of early learners. Additionally, Karen Lee, Commissioner of the Employment Security Department for the State of Washington will promote and highlight WRC activities and successes through her local legislative state visits and other statewide partnerships.

RELATIONSHIP TO OTHER NATIONAL AND COMMUNITY SERVICE PROGRAMS:

WRC projects collaborate with other national service programs in their communities, particularly in recruiting and deploying volunteers. WRC networks with Senior Corps programs where foster grandparents or RSVP members serve students in WRC schools. The Washington Service Corps, which is the parent organization of Washington Reading Corps, will continue to work with AmeriCorps VISTA members in many of its other projects. This allows for regular interaction and networking with

Narratives

AmeriCorps*State members through civic engagement projects and at the annual SERVES educational event. There is also collaborative interaction within at least three of the sites which also sponsor additional AmeriCorps projects. Those sites include Community Youth Services, and Solid Ground and ESD 101. This encourages alignment to mission of national service, visibility in the community and innovative, multi-faceted service projects.

POTENTIAL FOR REPLICATION:

The WRC model is continually replicated as new school and early learning sites join the program. For example, WRC staff provided technical assistance to educators in the state of Minnesota, the previous funding cycle of the WRC, in order to help launch their research-based reading corps program in elementary schools. WRC staff presented WRC's program assessment model of student achievement and volunteer impact at the Washington State Service Summit in September 2009. WRC was highlighted as an example of how national service programs can measure student and volunteer impact through research-based metrics. WRC staff also meets regularly with early learning coalitions, such as Thurston Early Childhood Coalition and other county and community-based task forces in order to discuss how WRC can be further replicated in early learning centers throughout the state. Additionally WRC staff meets with the Building Bridges Collaboration Work Group appointed through legislation, to develop statewide recommendations between public education, social service and workforce agencies to provide wrap-around services for targeted youth to prevent and intervene in drop-out services and support.

Organizational Capability

SOUND ORGANIZATIONAL STRUCTURE

ABILITY TO PROVIDE SOUND PROGRAMMATIC AND FISCAL OVERSIGHT:

ORGANIZATIONAL HISTORY: WSC was established in 1983, a decade before AmeriCorps. We have served as a leader in the national service movement since the first Bush administration. One of the first

Narratives

national service teams in the country began here in 1992 under the Commission for National and Community Service. With implementation of the National Service Trust Act, WSC integrated AmeriCorps into its activities. Over the past 17 years, WSC has consistently demonstrated capacity to manage large, high quality, multi-site national service programs.

WSC established the Washington Reading Corps in 1998. In addition to WRC, WSC operates team-based and individual placement programs of AmeriCorps.

WSC is a highly skilled statewide intermediary organization. We assist a range of project partners--from fledgling non-profits and faith-based organizations to complex school districts--to build capacity and effectively implement national service programs. Since 1983, we have helped Washington communities address their most pressing needs by acting as an intermediary on state and nationally funded initiatives. WSC provides expert training, effective monitoring, and skilled technical support.

Washington State's Employment Security Department (ESD) is the parent organization for Washington Service Corps. ESD provides extensive financial management and administrative support to the program. Relying on a well-established infrastructure, the Department's financial unit provides payroll services for member living allowances, while overseeing payment of unemployment insurance benefits to thousands of unemployed workers each month and a monthly payroll for 2,700 employees. The Department adheres to accepted accounting principles, procedures, and guidelines set forth by federal and state statute resulting in a well established, auditable system. The department's contract office provides legal review and advice for all contracts, including those with our partners.

Each WRC project site is assigned a staff coordinator whose role is to provide ongoing support and technical assistance. WRC staff coordinators visit each of the seven project sites a minimum of two times each year and complete one formal monitoring visit each winter.

WRC developed an evaluation plan template that is standardized statewide. Project sites are responsible for calculating local project area target goals based on the goals that schools set within their RFP responses to the OSPI.

Narratives

We are committed to making each project a responsible steward of public funds. To ensure compliance with state and federal law and program guidelines, WSC monitors WRC projects through a variety of means including but not limited to:

- site visits consisting of orientations, fiscal reviews, planning and problem-solving, and assistance in interpreting policies and procedures to ensure compliance;
- bi-monthly conference calls among project sites;
- monthly and semi-annual progress reports;
- financial reports; and
- evaluations of program implementation.

We are proud of our record of sound administration of AmeriCorps programs. WSC completed the The Corps Network Excellent in Corps Operations (ECO) standards recertification process and was recognized in Washington, DC in 2006. ECO standards are similar to the commission's administrative standards review.

MANAGING A STATEWIDE INITIATIVE: WRC schools are selected through a competitive RFP process issued by OSPI. The RFP document includes a clear articulation of the site selection criteria required by AmeriCorps regulations. (45 C.F.R.§2522.475)

Priority is given to schools that demonstrate taking steps to implement the Washington State K-12 Reading Model. Grantees must utilize methods of teaching and student learning based on scientific reading research and effective practices. Schools or districts must pursue an intervention program demonstrating the following criteria:

- Methods of teaching and student learning based on scientific reading research, effective practices, and with evidence of improving student performances.
- A comprehensive program design, including instruction, student assessment, professional development, parental/community involvement, and program management aligned with a scientific

Narratives

research-based curriculum.

- High quality professional development and training for teachers, staff, and volunteer tutors.
- Measurable goals for student reading achievement that are aligned with Washington State standards.

WSC currently maintains programmatic and funding relationships with the seven project sites. Given their success in meeting performance measures and complying with monitoring and evaluation requirements, we expect to retain these sites for the next three-year cycle. Several of the project sites also manage early learning projects.

WSC is effective in operating multiple sites because our structure integrates all the intermediary elements necessary to support our projects. In addition to core administration functions, these include staff coordinators assigned to each site and statewide training.

WSC builds connections among sites through SERVES, as well as facilitating geographic collaborations for service projects and training. The WSC provides a comprehensive website including program mission, vision and links to relevant AmeriCorps information. We also encourage participation in the AmeriCorps Northwest Network. The network offers consultation for staff via phone, e-mail and on-site training.

BOARD OF DIRECTORS, ADMINISTRATORS AND STAFF

WSC is a program within the Human Resources Division of the ESD. Debbie Aoki, director of WSC, reports to Mary Frost, Deputy Assistant Commissioner for the Human Resources Division. Mary Frost reports to Peggy Zimmerman, Assistant Commissioner for the Human Resources Division. Peggy Zimmerman serves on the senior leadership team (SLT) of the ESD and reports to ESD Commissioner Karen Lee. Karen Lee reports to Governor Chris Gregoire.

This proposal will fund a total of 4.8 FTE of the 16 positions within WSC. Key positions for WRC include:

- Debbie Aoki, Director. Debbie is responsible for program oversight, evaluation, fund development and stakeholder support. Debbie was hired in September 2009 and has over 20 years background in non-

Narratives

profit and volunteer management.

- Eric Kindvall, Director of Programs and Operations. Eric is responsible for oversight and management of program operations. He has worked for the ESD since 2006, and has served with WSC since October 2008.

- Terry Rene, Financial Director. Terry is responsible for financial management and budget oversight. She has worked for the ESD since 1989 and with the WSC since 1998.

PLAN FOR SELF ASSESSMENT OR IMPROVEMENT

Upon notification of funding, the WRC will coordinate an independent evaluation. All aspects of the program will be evaluated for effectiveness. The WRC will use the evaluation to identify areas of needed improvement.

Across all Washington State departments, Governor Gregoire promotes a high level of accountability to deliver results. She personally presides over performance review sessions, referred to as GMAP (Government Management Accountability and Performance). GMAP harnesses information technology to analyze the costs and critical operations of state agencies to improve delivery of government services. GMAP gives the Governor and the public a clear view of how programs are working and whether citizens are receiving value for their tax dollars. The Governor expects managers to take responsibility for delivering results, base decisions on up-to-date data, use strategies that are proven to work and persist and follow up until they achieve the desired results.

WSC uses root cause analysis as an alternative approach in decision making so that we can accurately identify when and how to change specific processes to drive immediate results. The root cause analysis procedure is being implemented across all WSC projects and involves seven steps:

- Define the problem
- Gather facts and make fact-based assumptions
- Define end states and establish criteria
- Develop possible solutions

Narratives

- Analyze and compare possible solutions
- Select and implement best solution(s)
- Analyze solution for effectiveness

This process is tied to our other work with GMAP, and is a key piece of our ongoing self improvement efforts. Other self improvement efforts include an increased focus on training and evaluation of WSC staff. WSC has implemented a staff evaluation strategy that ties project performance measures to staff evaluations.

In addition to the GMAP reports to the Governor, WSC also presents reports on progress toward performance measures to the ESD Commissioner and SLT. Feedback from agency peers and the SLT is a key ongoing program improvement strategy. WSC also completes an annual operational risk assessment. The assessment assists WSC staff in reviewing all key functions, including fiscal, personnel and program operations.

WRC partners--WSC, OSPI, Washington Commission for National and Community Service (WCNCS) and the Governor's office--currently meet monthly to discuss progress, issues and upcoming events and to assure continuous program review and improvement. This will continue in the next three-year cycle and when appropriate, the Department for Early Learning (DEL) will participate as well.

PLAN FOR EFFECTIVE TECHNICAL ASSISTANCE

WSC provides financial and programmatic technical assistance through multiple means, including the monitoring and training strategies described above. We communicate regularly with supervisors via email to identify additional training and technical assistance needs. Such needs articulated by sites may be addressed by staff coordinators and/or may become a topic at member development institutes or supervisor meetings.

OSPI is an important partner in providing technical assistance to WRC schools. OSPI is the recipient of state funding appropriated by the legislature to administer the state-funded portion of WRC including

Narratives

the independent evaluation. OSPI issues the WRC RFP and serves as the resource for all information to schools and early learning sites regarding No Child Left Behind, the National Reading Panel, Washington State's K-12 Reading Model and research-based practices in reading instruction and tutoring.

SOUND RECORD OF ACCOMPLISHMENT AS AN ORGANIZATION

VOLUNTEER GENERATION AND SUPPORT

As an intermediary, WRC does not recruit volunteers to work within our organization. Volunteer generation occurs at the project site.

ORGANIZATIONAL AND COMMUNITY LEADERSHIP

The Washington Service Corps is the oldest publicly-funded statewide service program in the nation. We have an exemplary national reputation and over 25 years' experience as an intermediary.

In 2005, WRC received national recognition for its program model and achievements by Innovations for Civic Participation (ICP), a non-profit organization supporting the development of innovative high-quality youth civic engagement policies and programs. In their publication "Transforming Communities through Service", ICP highlighted 51 of the most innovative AmeriCorps program in the nation--which included recognition of the Washington Reading Corps.

In their recognition of WRC, the ICP publication noted: "WRC members comment on how their year (or more) of service has influenced them and their direction: 'Because of this year of service I have decided to pursue a career in teaching.'...WRC members encourage and organize cross-age and peer tutoring. Engaging youth in reading tutoring often provides one of the most reliable sources of tutors, gives youth the opportunity to serve others and to begin or strengthen their ethic of service, involvement in and attachment to, their community."

In their review of the Roadmap, ICP had this to say: "At a time when democratic participation, especially among young people, is at an all-time low, national service programs have been called upon to

Narratives

reawaken our nation's civic spirit. To meet this challenge Washington Service Corps developed a unique civic engagement model. This type of service-learning has been shown to be a highly effective education tool with lasting impacts on participants."

WSC staff are recognized as leaders in the field of national service, and in their own communities. WSC Director, Debbie Aoki, serves as a non-voting member on the Washington State Commission for National and Community Service.

To date, seven WSC staff have attended the Leadership Forum for National Service Executives, and three have graduated including WRC staff coordinator, Shannon Skye. The forum is sponsored by WCNCS in conjunction with the University of Washington's School of Public Affairs.

SUCCESS IN SECURING MATCH RESOURCES

WSC has the following cash and in-kind commitments for the 2010-2011 program year: \$1,577,825 in non-federal funds and \$792,631 in local in-kind contributions to be provided by local partners for a total of \$2,370,456. A portion of the cash match commitment is formalized through a memorandum of understanding between ESD and OSPI. The in-kind contributions provided by the local partners will consist primarily of teacher supervision of members during the program year and is projected in the annual contract between ESD and each project site.

SUCCESS IN SECURING COMMUNITY SUPPORT

COLLABORATION

WRC is a collaborative project that relies on the expertise and engagement of multiple partners: WSC, OSPI, the Governor's office, project sites, schools and early learning sites. Other important stakeholders for WRC include Department of Early Learning (DEL) and Education Northwest.

Community members--including businesses, local governments, service and faith-based organizations, non-profits and local residents--are also important collaborators in their support of WRC. As part of

Narratives

their sustainability efforts, project sites are required to build partnerships and collaborations and develop an external base of support. WSC provides training to project sites to help them build and expand collaborations that will increase the quality and reach of their services through increased in-kind donations, financial contributions and volunteer recruitment

LOCAL FINANCIAL AND IN-KIND CONTRIBUTIONS

WRC--through the combined efforts of members, project supervisors and WRC schools--has been successful in securing financial and in-kind contributions that strengthen the program, resulting in additional benefits for WRC students.

In-kind donations from local businesses support family involvement activities, provide books for WRC children and provide incentives for students' reading gains. Historically, WRC has generated approximately \$500,000 per year in cash and in-kind contributions. These come from many sources, such as Fred Meyer, Coldstone Creamery and Café Pacific Catering. Other local businesses provide coupons, which are used as reading incentives. These supporters include, among others, Papa John's Pizza, Red Robin Restaurants and the Old Spaghetti Factory.

Over the next three years, WRC members will direct additional efforts toward these current business partners, and others, to increase their involvement and in support of the WRC tutoring program.

WIDE RANGE OF COMMUNITY STAKEHOLDERS

Non-financial support of WRC from within local communities comes primarily in the form of volunteers and community partnerships to support WRC tutoring and family involvement activities. In the past two years, the WRC has exceeded its total goal for volunteer generation, due to the efforts of members and project supervisors in building relationships with community organizations, faith-based organization and local businesses.

Community partnerships are critical in building a broad base of the WRC support. One example is

Narratives

working with school districts that plan large scale, broad based community events and showcase the unique programs such as WRC and other educational programs and highlights drawing attention and needed resources from the community, local businesses, and local government entities.

SPECIAL CIRCUMSTANCES

Washington Service Corps claims no special circumstances.

Cost Effectiveness and Budget Adequacy

COST EFFECTIVENESS

CORPORATION PER MEMBER SERVICE YEAR

WSC's cost per member service year is \$12,890. The MSY was impacted by the continuing increase in costs for members in this proposal yet remains below the \$13,000 MSY allowed.

DIVERSE NON-FEDERAL SUPPORT

WRC receives non-federal cash match designated from OSPI. Continued commitment to improving reading in Washington has been demonstrated by the state legislature in the form of a \$1,056 million per year proviso to OSPI for use in WRC. Of the anticipated proviso, approximately \$946,000 will be designated as non-federal cash match for this proposal. The Employment Security Department continues to financially support WRC based on programmatic and budetary needs, as part of the total funding package of WRC.

DECREASED RELIANCE ON FEDERAL SUPORT

For this proposal, grantee share is at 38%, reflecting non-federal support for the expanded program to reflect a broader impact throughout the state as well as increased in-kind support from among our project sites.

Narratives

BUDGET ADEQUACY

SUFFICIENT TO SUPPORT PROGRAM ACTIVITIES

WSC has crafted a budget that adequately supports our program design, allowing project sites to achieve their contractual performance measure outputs and outcomes. The budget reflects our intermediary role in meeting locally identified needs. It ensures adequate travel/training to support rural and isolated communities as well as acknowledging higher costs within urban areas. It brings members together for a national service experience and training as well as allows for appropriate training at local level. Our internal process for partners solicits budget proposals which are reviewed for adequacy and quality each year. Our record of providing high quality monitoring, coaching, and training for project and site supervisors is also supported in this budget.

Evaluation Summary or Plan

The WRC was provided additional funding (\$50,000 for the next year) by the state legislature to contract with an independent evaluator. An independent evaluator will gather data and assist in the analysis of student achievement data in K-6 settings, Early Learning Project impact, and improving WRC data collection tools and systems.

Amendment Justification

N/A

Clarification Summary

Budget Clarification Items:

1. Section 1-A: Personnel Expenses - Please explain why there are nine persons for local supervision on the budget but only 7 sites. Please explain the role of the local supervision personnel. Please also explain the 155 site supervisors? How many persons at each school location are involved in the site supervision? The narrative lists Debbie Aoki, Eric Kindvall and Terry Rene as staff on the project - how do their roles align with the personnel budget? Some staff are at 100%, does that mean that they engage in no fundraising? The narrative says that 4.8 FTE staff is on the budget but that's not what is shown.

Narratives

Of the 7 WSC partner organizations, 2 have responsibility for very large teams of members (50+); those organizations are granted funding for an additional staff supervisory person.

The local supervisors are responsible for overall member management, from recruitment and enrollment to placement, training, evaluation, time and record keeping, member recognition, and, ultimately, successful end of service paperwork. Members are placed at 100 schools throughout the state of Washington. At each of these sites, an appointed staff person is available to "supervisor at the site" each member's actual daily service. They are responsible for supplying appropriate school culture training, specific tutor training, time and attendance issues, and also participate in the bi-annual member evaluation. The number at each school varies on how many members are placed with the school -- it can be one person up to four at each school depending on the results of the yearly grant results.

There are two full time staff and one staff at 80% (program coordinators) dedicated to direct support to the seven partner organizations. They supply technical assistance and maintain official contractual, financial, and member records for compliance. Debbie Aoki, Eric Kindvall and Terry Rene are in indirect oversight positions and dedicate portions of their time to multiple programs within Washington Service Corps. Their time allocated to the Washington Reading Corps totals two full-time equivalent positions. Therefore, there are 2.8 coordinators and 2 indirect staff positions, for a total of 4.8, budgeted in this grant. No staff engage in fundraising while being engaged in activities for this grant.

2. Section 1-B: Personnel Fringe Benefits - Please identify the fringe benefits.

Fringe benefits include OASI, Retirement, Medicare, workers compensation, health insurance, life insurance.

Narratives

3. Section 1-C: Member Travel - What is the purpose of member local travel? What is the mileage rate? Member travel is not sufficiently explained to include the rationale and basis for local travel. What are the bus passes for urban-based members supporting?

Travel for members vary from placement site to site due to the variety of the urban and rural assignments of placements. Some members are assigned to one local school while others are expected to travel to multiple schools during one service day. Some travel is involved when service projects or service activities occur and member attendance is mandated. Some travel is involved when members attend specific training events. While mileage reimbursement is always limited to the maximum prevailing federal rate (presently \$.50/mile), many organizations reimburse mileage at a lower rate; while others find that bus passes are even more economical than reimbursing for mileage. WSC coordinates each budget request from partner organizations on a one-on-one basis to ensure the most economical and allowable method is chosen.

4. Section 1-E: Supplies - Please provide an explanation for disaster preparedness supplies or remove these costs because they appear to be outside of the scope of the project. Please explain the safety work gear that would be needed for a literacy project.

Disaster preparedness is a required training for all members and one of the performance measures referenced in our proposal. Some supplies may be necessary to prepare and/or deliver this training. References to safety "work" gear have been removed.

5. Please explain and itemize grantee in-kind supplies.

Narratives

It is difficult to itemize each in-kind supply for such a large statewide program. Supplies to ensure members successful service can range from basic office supplies such as pens/pencils/paper to special event supplies such as handouts, calendars, books, etc.

6. Please verify that member service gear includes AmeriCorps logo.

Members' service gear will include the AmeriCorps logo.

7. Section 1-G: Staff Training: Please move travel related staff costs (lodging, meals) to staff travel (3 line items). Itemization of the other training costs is needed. Move CNCS National Conference costs in this section to section C.

Reference to travel costs were deleted in Section 1-G as they were already included in Staff Travel 1-C. Funding required to be included for Corporation-sponsored technical assistance is already in Section 1-C Travel per application guidelines. Training costs include tuition/registration fees, training materials such as books or curriculum guides. In the case of the 3-day supervisor training, WSC hosts this event and is responsible for obtaining the meeting space, trainers, and associated training materials. There is no further reference to CNCS National Conference costs in this section.

8. Section 1-G: Member Training - Move travel costs to member travel section. Please itemize these costs.

Reference to travel costs were deleted in Section 1-G as they were already included in Member Travel 1-C. Training costs include tuition/registration fees, training materials such as books or curriculum

Narratives

guides.

9. Section 1-I: Other Program Operating Costs: Please include the criminal history check costs for grant-funded staff.

Projected grant-funded staff costs have been included in grantee share.

10. Section II-A: Living Allowance - Please increase the living allowance to at least the minimum living allowance amount. For 2010, the minimum is \$11,800 for full time members.

The WSC program has been in existence since 1984 and is exempt from the minimum requirement per RFP guidelines.

11. There were some costs in the "Other Program Costs" section of the budget that are typically covered in an indirect cost rate agreement (such as office space, phone, etc.). We want to know that they are not counting those costs twice (once in 'other program costs' and again in section III). Also, if they are not duplicated costs, we want to make sure that they have a cost allocation plan to ensure that our grant is not being charged disproportionately as compared to other grants that also benefit from office space, phone, etc.

The WSC is housed within the State of Washington Employment Security Department (ESD). Within ESD, there are direct charge costs that include items such as desktop support, communication/phone support, and payroll processing fees. These have been added to Section I. Other Program Costs. They are distinct from the usual indirect cost charges which are accounted for in Section 3. Both the agency and WRC have a specific cost allocation plan to ensure no resource stream is charged

Narratives

disproportionately.

12. Source of Funds - Please identify the source, amounts and types (cash or in-kind) for all grantee fund costs.

Per instruction guidelines, please find identification of grantee fund costs in Section 3.

Programmatic Clarification Items:

1. Will all members be engaged in all three activities (tutoring K-Elementary and Pre-K, volunteer generation, and family involvement)? How much time will be spent in each of the three areas over all and by individual?

Yes, all members will be engaged in all three areas of activities in their role with Washington Reading Corps. Also, please note that the grade range is K-6 as noted in our application for those programs in schools.

The overall time that will be spent by members in each area is tutoring-75%, volunteer generation and family involvement 10% combined and other is 15% for such activities such as training, service projects, civic engagement events, etc.

Each individual member spends about the same percentage of their time on each of the activities noted above. Volunteer generation is linked with family involvement because often the contact generates family volunteerism.

2. What is the purpose of the newsletters that family involvement member will work on?

Narratives

The purpose of regularly prepared newsletters is to assure families are kept informed of Reading Corps program activities and events. Newsletters also serve as a reminder of the importance of reading in the home and provide tips for parents/caregivers to use when reading with a child. The newsletters are sent to families using a variety of tools and systems some via mail, on-line or sent home with the students. Members work with the schools and their project sites to assure that the messages provided to families will inform them about the tutoring program, provide overall program progress reports, highlight stories of student success, provide schedule and contact information, promote events and special activities, and provides activities that can be done at home with students related to reading and literacy development.

In many of the schools and early learning centers, the communication with family members with English as a second language in the home, involves translation support and acquisition or encourages the student to share the information with the family members who may need interpretation. It creates opportunities for more language development and practical application of skills for members and students!

Many Reading Corps students are from families where English is not the primary language spoken in the home. Communication with these families involves translation support and acquisition or encourages sharing information with family members who may need interpretation. It creates opportunities for more language development and practical application of skills for students and family members.

3. What are the member activities related to fundraising? How much time will members be engaged in book give-aways and other fund raising?

Through the combined efforts of members, project supervisors and WRC school/early learning sites generate cash and in-kind donations from local businesses to support family involvement activities, provide books for students and incentives for students' reading gains. Members assist in developing

Narratives

contacts and leads through community networking for possible donation resources. Members may make presentations after training and preparation with their sites to ask community individuals or groups for funds or resources. Members, again after some training, can help to prepare grants, conduct research for possible grantors and gather information to formulate the grant requests. Some sites have specific events for fundraising that involve members in many aspects of the event such as site reservation, site preparation, finding entertainment, coordinating the activities of the event, media coverage, marketing to potential participants, collecting materials, etc.

The amount of time would not exceed 5% of the member's total time in the course of their service with a project site.

4.How will the program ensure that it does not duplicate efforts of the other national service programs such as ESD 101, Kitsap Community Resources, etc?

We coordinate this information with each site to assure that their members in other programs are not conducting the same service, activities and projects as the Washington Reading Corps. This is confirmed through request for proposals the schools and early learning centers complete and again through the monitoring process. Specifically ESD 101's other national service program focus is construction, and Kitsap Community Resources focus is mentoring and drop out prevention. Solid Ground Agency's other national service focus is a violence prevention program called JustServe. The projects have separate supervisors and coordinate any projects to be sure that they inform each other of possible links of cross over activities and where appropriate collaborate on service projects and other civic engagement activities each national service team may be engaged.

5.Please explain how you will ensure a diverse corps of members.

Narratives

We have successfully recruited a diverse group of members in the Washington Reading Corps by using a variety of materials to publicize the opportunities for members. We participate in approximately 20-30 community events and displays at a critical time of year when students are emerging from schools, colleges, and seasonal work situations. We engage in media efforts year round to keep the communities across the state aware of opportunities for national service, we engage in most national service events and special days of service each year. We keep our web-site current and linked with as many related sites as possible. We have the opportunity also to be part of a state agency that is the Employment Security Department (ESD) so we have our links and website accessible through that avenue as well. Most of the one stop employment centers operated by ESD are aware of our programs and will make referrals and have information available for clients looking for opportunities. We also have connected with ESD's recently hired Diversity Recruiter who can provide suggestions to our recruitment efforts to assure diversity and also has a supply of our materials to take to all the fairs and displays they participate in.

Currently of our total members in Washington Reading Corps 22% are from racially diverse backgrounds, 46% have college degrees, some are recent high school graduates, some are retired teachers, approximately 30% are male and 70% are female. This year, we have the opportunity to work with two members who are hearing impaired serving at the Washington School for the Deaf. We continue to look for ways to engage members with disabilities in service.

6. Please describe how you will ensure member satisfaction and reward all members (rather than just the exceptional members).

We conduct a member satisfaction survey at the close each member term of service and 85% of members rate their experience as "very satisfying. This assures that all members are being sought for their input as to their satisfaction and reflects and issues that may need to be addressed for future action.

Narratives

Members also participate in an annual review to assure at mid year they are being given the opportunity to share their satisfaction and any questions or concerns that may emerge.

All members are required to participate in our annual SERVES training four-day event and each member is recognized with an item that signifies their involvement and inclusion in the AmeriCorps Movement and Washington Service Corps.

Recognition for any special awards not provided to the entire group is prohibited and is reviewed during monitoring and training with site supervisors.

7. Does the value of food and housing assistance to members lead to these members exceeding the maximum allowable amount for their slot type? Please explain.

No, we do not provide direct food or housing assistance to members. We work with our project sites to help members address economic challenges by providing referrals to organizations that may assist members in accessing available community resources.

8. Please describe a well-designed plan to develop member ethic of service, including reflection.

All WRC project supervisors are trained to screen and place members who are aware, informed and demonstrate commitment to the concept of an ethic of service.

All members are provided orientation to their role as a volunteer in the AmeriCorps program, one of the core competencies that is emphasized during that orientation period is ethic of service. A specific outcome is expected that members will be able to articulate and model a definition of ethic of service including how service is different than a job. The next step in the plan is that all members are required to attend SERVES which is the Washington Reading Corps four day training held for all its members in the state and they participate with all the other Washington Service Corps members in an intensive

Narratives

training institute setting in a convention center in Yakima Washington. Workshops and training sessions specifically focus on the ethic of service. A few of the workshop titles are as follows:

- * Cesar E. Chavez honoring a life of service
- * Using Arts to Enhance Reflection
- * Empowering Sustainable Community Change
- * Document your Service Through the Art to Showcase National Service

Each project site works with their members to assure they are taking part in service projects, complete reports that call out their learnings, awareness and meaning of service through Great Stories. Through monitoring of sites and regular technical assistance the effort to assure sites are helping members to develop their own ethic of service is confirmed.

Sites encourage the reflection of the meaning of service in many ways and methods such as; verbalizing in member settings, journals, on-line journaling and sharing, etc.

Members are also encouraged through regular communication to participate and make tangible their understanding, awareness and commitment to the ethic of service through a formalized opportunity to submit any Art form to a group for review and then the submissions move through a process of selection and recognition which are then presented in the Northwest Symposium which showcases the reflections in a public setting.

9. Additional clarification: To assure the project maintains appropriate student to member tutoring ratios the total students projected to be served has been adjusted to 6100 to correspond with the number of members proposed with is 260.

Continuation Changes

RATIONALE AND APPROACH YEAR 2 - The Washington Reading Corps is a successful program, with a proven track record of reaching or exceeding its established performance measures for the previous three year grant cycle. There were some minor changes made to the URL address for the Washington

Narratives

Service Corps in the applicant information section. Additionally, the performance measures and number of members actually serving were adjusted due to final grant allotment for the 2010-11 PY. The total full-time MSY members are 260. The program will be operated through seven project sites that place members in 76 schools and 24 early learning centers. The number of students that will be tutored or supported through academic improvement strategies will be 6100. The number of volunteers (adults and student peer) that will be recruited will be 4,000 and the volunteer hours that are projected and will be tracked are 80,000 hours. The Washington Reading Corps is currently participating in the National Performance Measure Pilot Program, the current 2010-11 PY is the first year of our involvement and plan to continue with the pilot into the 2011-2012 PY. The target percentage of students that will reach benchmark or improve by at least one grade level or beyond will continue to be 45%. The method of using student tracking logs will be continued to record student scoring information. These will be tracked in the fall and spring and unduplicated students participating will be recorded at entry and exit to the program. The members serving at Washington Reading Corps project sites all meet CNCS tutor qualification requirements and are in compliance. AmeriCorps members will be trained by certified tutoring instruction methods that are research-based and accepted by each district with appropriately certified personnel leading instruction as required. The tutor training/instruction is completed prior to member service being initiated. There are opportunities for enhancement training and additional learning sessions are scheduled throughout the school year.

Efforts are being explored with the State of Washington Office of the Superintendent of Public Instruction (OSPI) to collect and analyze reading fluency data from the Dynamic Indicators Basic Early Literacy Skills (DIBLES) testing program. This analysis will provide valuable information and enables the Washington Reading Corps to compare the rate of achievement of the Washington Reading Corps students, to other TIER 2 students in the United States not in this type of tutoring program. Also, we will be able to compare the rate of improvement for students at other TIER levels of reading fluency with TIER 2 level. This past program year OSPI did a pilot project to determine all that was involved and if

Narratives

enough data could be collected and analyzed. The project did collect student data from 42 schools, but only 18 of those schools voluntarily entered data in a timely manner that allowed for scores to be pulled, matched to students and then tabulated. This occurs in the last month of school being in session and the work load in doing this was not a priority for schools, until after the data cut off point in June. More work on this process and the approach is warranted and will be pursued this coming 2010-2011 Program Year.

A competitive Request for Proposal (RFP) process was initiated this year for current and potential project sites. This resulted in a more objective selection of sites and enabled up-front agreement to goal compliance and pursuit of more stringent review and assurance of each site and their capacity to operate a tutoring project. The sites that were selected are the same as listed in the grant. This process increased the validity of those selected and positioned the sites to be more partnership oriented and focused to reach performance goals and focus on strategic direction. The RFP process required sites to request the number of members they would be able to place and support based on the needs from their schools and early learning centers. The requests exceeded the current number of members by 48. This indicates that project sites have many schools and early learning centers that want to place Washington Reading Corps members to focus on reading tutoring and literacy development. Additionally potential project community sites have indicated interest in participating as a Washington Reading Corps team-based location to support schools. The interest is high to eventually expand and bring to scale the Washington Reading Corps in more communities throughout the state. The decision was made to not request additional slots for this Continuation cycle to assure that match funding would be adequate and stable.

All project sites now have an Early Learning component in addition to working with elementary schools. Early Learning Centers and HeadStart sites were selected that have a connection with schools and each district. These sites are becoming more strongly involved in the literacy and language development aspects of school readiness and assessment of students.

Narratives

ORGANIZATION CAPABILITY YEAR 2 - This past year a new risk-based assessment tool was put in place to determine the need for monitoring of project sites. A scoring method was designed to determine, objectively, if sites had satisfied the program requirements. The areas that were reviewed through a desk audit approach and analyzed for scoring was governance, financial strength and solvency, program development and implementation, staff support to members and the project, reporting completion, accuracy and timeliness, member recruitment, support and development and capacity/ infrastructure support. All new sites were monitored as well as those that did not meet the highest level of scrutiny and scoring was also monitored. This saved significant time for program coordinating staff, that was in turn used for more responsive technical support and visits to sites that focused on program delivery and member development and supervision .

Regarding support to the capacity of the Washington Service Corps to provide intermediary support to project sites, schools and members continues to be strong with the sponsoring state agency, the Employment Security Department. Washington Governor, Christine Gregoire, recently appointed a new Commissioner, Paul Trause, to lead the department, when the previous Commissioner left for a new employment opportunity. The Washington Service Corps has already, in November 2010, had the privilege of delivering an overview and dashboard measurement package to the Senior Leadership Team of the agency to promote its mission and highlight its management and successes with the department. Washington Service Corps now have 9 staff who attended the University of Washington Executive Leadership Forum, a unique opportunity for staff and leaders of national service to be in a week-long intensive learning environment that focuses on skill development for those working in field. There are three topic areas that are covered in a three year cycle, once participants have completed these sessions they received a certificate of completion. There have now been 5 Washington Service Corps staff graduates of the course and both of the full-time staff supporting the Washington Reading Corps have successfully graduated from the program.

Enrollment of members for Washington Reading Corps was 100.9% (includes re-fills) for the past

Narratives

program year. Efforts continue in the training and preparation of project sites to assure enrollment goals are met and proactive recruitment is managed.

The retention rate for members the last program year was 87.5%. Training and continual technical support to supervisors at project sites is conducted annually to assure that every effort is made to help retain members in their service assignments. The reasons members left are for behavioral factors that required a termination of service, acquisition of full or part time living wage employment, and personal compelling emergencies. Every effort is made to counsel and mentor members to remain in service per their agreement. But there are compelling factors that cannot be overcome in some situations.

The Intermediary organization Washington Service Corps is reviewing its training and member development plans for all of its programs including the Washington Reading Corps. Since the opportunities for new training methods are expanding using approaches through cost effective technology offering training through on-line venues such as Joomla platforms and conference calling plans are being explored. Development of on-line training platforms to make curriculum and course work available on-demand this is currently being tested by our IT unit to determine value and benefit to members. The current four-day training institute that requires member attendance at a convention center setting and residence at local days at hotels is being evaluated for cost efficiencies. The benefit and value of in-person training and networking is still warranted, but other options for conducting effective training may allow for re-configuration and focus of the in-person training institute. Our goal is to save resources and continue to make this a valuable professional quality learning and networking experience for members.

COST EFFECTIVENESS AND BUDGET ADEQUACY YEAR 2 - Funding of needed match will be provided through the Office of Superintendent of Public Instruction (OSPI) and will proportionately be increased to reflect match needs, 42% for this grant year cycle. OSPI prepares and submits legislative decision packages for each biennium of the state budget process to support the needs of the Washington Reading Corps.

Narratives

The cost per member MSY will remain well below \$13,300 MSY maximum by approximately 9%, even with a slight increase of the monthly living allowance increasing to \$1125 to assure this encourages member placement as a competitive factor in recruitment.

EVALUATION SUMMARY OR PLAN YEAR 2 - The external evaluation of the Washington Reading Corps program will be examined this current year for more cost effective approaches. There have been significant budget cuts in the Office of Superintendent of Public Instruction, though continued funding support is provided for match requirements there were cuts in such areas as evaluation. The cuts came very late in the program year due to legislative session timing so the external evaluation was reduced to critical information, since the previous two years extensive external evaluation was completed.

Therefore exploring other avenues for evaluation such as colleges and a wider variety of education and social development firms will be pursued to maintain the integrity and objectivity of continued external evaluation.

Performance Measures

SAA Characteristics

- AmeriCorps Member Population - None
 Geographic Focus - Urban
 Geographic Focus - Rural
 Encore Program

Priority Areas

- | | | | |
|--|-------------------------------------|---|--------------------------|
| <input checked="" type="checkbox"/> Education
<i>Selected for National Measure</i> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Healthy Futures
<i>Selected for National Measure</i> | <input type="checkbox"/> |
| <input type="checkbox"/> Environmental Stewardship
<i>Selected for National Measure</i> | <input type="checkbox"/> | <input type="checkbox"/> Veterans and Military Families
<i>Selected for National Measure</i> | <input type="checkbox"/> |
| <input type="checkbox"/> Economic Opportunity
<i>Selected for National Measure</i> | <input type="checkbox"/> | <input type="checkbox"/> Other
<i>Selected for National Measure</i> | <input type="checkbox"/> |
| <input type="checkbox"/> Disaster Services
<i>Selected for National Measure</i> | <input type="checkbox"/> | | |

Grand Total of all MSYs entered for all Priority Areas 260

Service Categories

Tutoring and Child (Elementary) Literacy

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

Student who are assessed at the beginning of the school year as needing strategic intervention (Tier 11) will be enrolled in the WRC program. These students will be entered in the student tracking log by student ID numbers.

Result: Output

Result.

Students identified as needing extra reading assistance will be enrolled into the WRC program for tutoring.

Indicator: ED1: Students who start in an AC ED program.

Target : 6,100 students will receive tutoring assistance.

Target Value: 6100

Instruments: Student Tracking Log.

PM Statement: 6,100 students will be identified as needing reading assistance and will be enrolled into the WRC program for tutoring support. These students will be tracked using the student tracking log.

Priority Area: Education

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

Track student who exit the program using student tracking log.

Result: Output

Result.

Students in the WRC program will be tutored for at least 20 per day for at least 3 days per week. Students will complete the WRC program when they catch up to their grade-level peers in reading or at the end of the school year - whichever comes first.

Indicator: (PRIORITY) ED2: Number of students who complete an AC ED program.

Target : 4,500 unduplicated students will complete the WRC program.

Target Value: 4500

Instruments: Student tracking log.

PM Statement: 4,500 students complete the WRC program. Students will be tutored at least 20 minutes per day for at least 3 days per week until they catch up to their grade-level peers in reading or the school year ends. These students will be recorded on the student tracking log using their student ID numbers.

Priority Area: Education

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

Students will enter the WRC program and their Fall Oral Reading Fluency scores will be recorded in the student tracking log. In the Spring, the Oral Reading Fluency scores will be entered into the student tracking log.

Result: Intermediate Outcome

Result.

Students in the WRC program will either meet benchmark or increase their reading skills by at least one grade

National Performance Measures

Result.
level.

Indicator: (PRIORITY) ED5: Students w/ improved academic performance.

Target : 4,500 students will complete the WRC program and 45% of these students will meet
benchmark or raise their reading skills by at least one grade level.

Target Value: 2025

Instruments: Pre/Post assessment data reported on the student tracking log.

PM Statement: 45% of students completing the WRC program will either meet benchmark or raise their reading skills by at least one grade level.

Required Documents

Document Name

Status

Evaluation

Sent

Labor Union Concurrence

Not Applicable