

ATTACHMENT 1: COVER SHEET

Applicant Information:

Applicant name: Reading Partners

Applicant Address: 106 Linden Street, Suite 202, Oakland, CA 94607

If applicable, Web address: www.readingpartners.org

Contact Information:

Contact person: Michael Lombardo

Title: Chief Executive Officer

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Email address: Michael.lombardo@readingpartners.org

Signature:



Date: October 17, 2012

Describe your legal status and, if applicable, state of incorporation (for example, Washington State non-profit corporation, Washington State partnership, sole proprietorship):

Reading Partners is an officially registered 501(c)(3) organization as recognized by the IRS. Reading Partners Federal Tax ID Number: 77-0568469

Application Components and Checklist (submit in this order)

- Cover Sheet**
- Key People**
- Previous Experience Improving Student Outcomes**
- Tracking to Success**
 - **Attachment 2: Data Sample(s):** *If separate from the RFQ document, please use this naming convention:*
[Applicant Name]_ELO_DataSample
Ex: IZAFamilyServices_ELO_DataSample
- Women and Minority Inclusion; Non-discrimination**

Section 1: Key People

1. Lilly Green, **Vice President of Field Operations**, will lead the development of Reading Partners program in Seattle. Lilly has over 10 years of experience working in urban public schools, beginning her career as an AmeriCorps member in San Francisco. As a social worker from 2004 to 2006, Lilly worked with families and schools in Harlem and Brooklyn. Later she worked in NYC public schools as a special education teacher before joining Reading Partners in 2007. She has an M.Ed. from Bank Street College in New York and an M.S.W. from Columbia University. Lilly has led the successful expansion of Reading Partners program into multiple new regions including Dallas, Denver, Los Angeles, and New York City. Under Lilly's leadership, these new regions have maintained Reading Partners high program expectations and consistent achievement results. Lilly works closely with **Regional Executive Directors** to ensure the program is achieving high quality results across the board. Lilly also oversees all training for staff members to ensure they are adequately equipped to face the challenges that may arise throughout the program year.

2. The **Program Manager** will manage and support a team of Site Coordinators, serving as primary program staff supervisor, and will be expected to: provide on-site support and educational guidance for 3-5 school sites; develop individualized intervention plans for all students at each program site and act as the educational steward for those plans, monitoring progress and adapting strategies as necessary; serve as administrative liaison to school principals and district staff, ensuring strong partnerships at each program site; act as the quality assurance officer for the area, ensuring that RP programs at each school are consistent, high quality, and impactful; based on qualitative student assessment data at the beginning, middle, and end of the school year, develop action plans for students to ensure maximum literacy development. Program Managers have a strong background in elementary education and literacy instruction for emergent readers. They provide ongoing coaching to Site Coordinators who may have limited educational teaching experience.

At each school-based reading center, a **Site Coordinator**, oversees the day-to-day operations of the center, while working closely with a Program Manager. The Site Coordinator is responsible for: coordination of a site-based curriculum-focused, one-to-one tutoring program; ensuring that all students receiving support through Reading Partners are making gains in their reading abilities; implementing identified materials, tools, resources and activities to address students' learning needs; openness to coaching and support from supervisor, who will have extensive background and experience in elementary education, and a willingness to use them as a resource; training and supporting community volunteers in their role as reading tutors; helping to create a welcoming environment and positive experience for volunteers; facilitating communication and maintain positive relationships between Reading Partners,

teachers, and students' families; supporting tutors during sessions by identifying resources and addressing questions and concerns; conferencing with tutors, teachers and partners in order to maximize student achievement.

Section 2: Applicant's Previous Experience Improving Student Outcomes

1. Over 94% of the students at the schools Reading Partners serves are economically disadvantaged as indicated by qualifying for free or reduced-priced meals at school. Reading Partners serves children in grades K-5 who are reading six months to two and a half years below the grade-level benchmark at the time of enrollment as evidenced by teacher referrals based on grade-level standard on state assessments. Reading Partners serves children who do not participate in special education and have at least basic conversational English.

2. For students who have fallen behind in reading, early intervention is critical not only to their short-term success in the classroom, but to their long-term academic and life success as well. Once students start to fall behind in reading, they tend to fall faster and further behind their peers with every year – a phenomenon researchers and educators call the Matthew Effect (Stanovich, 1986). It is a sadly reliable correlation that students reading below grade level in elementary school are four times less likely to graduate high school than their peers (Annie E. Casey Foundation, 2011). Strong reading skills in elementary school are especially important for children growing up in low-income communities, where there are so many barriers to academic and economic success. Consider that children with low academic achievement are three times more likely to join gangs than their higher-achieving peers (Hill, et al. 2001). Low educational attainment also entrenches the cycle of poverty because it diminishes future earning potential in the workplace: employees without a high school diploma earned a median income of just \$23,000 in 2011 –nearly \$16,000 less than those workers with a bachelor's degree.¹

Reading Partners aims to recruit and train volunteers to work with students using proven support strategies. At each school site, Reading Partners transforms a dedicated space into a fully stocked reading center through which 40-100 volunteer tutors cycle each week. Our student-tutor pairs work together for 45 minutes twice a week, following an Individualized Reading Plan tailored to that student's particular needs and strengths. To execute the plan, tutors use a structured and research-validated curriculum. We assess students throughout the year to monitor their progress towards pre-established achievement goals and to help advise tutors on how to best support their student. With close oversight and assistance from senior staff, a trained Site Coordinator is stationed

¹ U.S. Department of Education (2012). "The Condition of Education 2012." Retrieved from: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012045>

at each site to provide daily coaching to volunteers and to serve as a liaison to teachers and school staff. Reading Partners complements in-school tutoring with home involvement strategies like the Take Reading Home program, which provides free age- and skill-appropriate reading materials for students to start home libraries. During the 2011-12 school year, over 50,000 books were distributed for this purpose. In addition, twice-yearly Reading Recital events engage families to celebrate the progress students make.

3. Reading Partners has a strong track record of results and in 2011-2012 Reading Partners served 3,468 students nationally. Nearly three in four (73%) Reading Partners target students finished the year closer to their target grade level, thereby narrowing the achievement gap to their on-grade level peers. Moreover, 89% of students accelerated their rate of learning. To understand this achievement, consider that before enrollment, Reading Partners students were gaining an average of only 0.6 months of reading skills for every month in the classroom. With the supplementary instruction Reading Partners provides, students ended the year gaining an average of 1.6 months of reading skills per month, more than doubling their rate of learning. Reading Partners is proud that these measures of improvement have been very consistent for the past three years even while we have grown from 24 schools in 2009-10 to 67 schools in 2011-12.

State standardized test scores also indicate greater reading achievement for Reading Partners students. States report standardized test scores to school districts in August, and allowing time for data sharing between schools and RP, we can report on results in late October. As Reading Partners expands to new regions, we are building our database of other state test scores. Currently, Reading Partners can most accurately report on the California Standards Test (CST) results in English Language Arts because we have the most historical data for and the highest student population in California. Reading Partners' analysis indicates that more than one-third of Reading Partners target students (36%) who scored below Proficient in 2010 before they were enrolled in RP had improved by one or more categories by 2011.

Teacher and principal surveys attest further to student accomplishments and school-wide improvements. According to end-of-year teacher surveys, over 70% of Reading Partners students who began the year with low self-confidence demonstrated improved confidence by year's end. Three in four students (75%) improved in their general academic behaviors, such as regular class participation or consistent homework completion. Principal surveys indicate that Reading Partners leads to school-wide improvements as well: over 95% of principals report increases in school-wide reading, and over 95% state they would recommend the program to other schools. Overall, 98% of teachers and principals identified Reading Partners as a valuable asset to their school communities.

Section 3: Tracking to Success

1. Reading Partners tracks multiple data points to assess and improve program effectiveness. Reading Partners assesses each child's independent reading level three times per year using the Rigby PM Benchmark, a research-based elementary literacy tool. In conjunction with this tool, Reading Partners also collects school-administered formal assessment results to enroll students in the program. In addition to this data, Reading Partners collects data on program attendance, school attendance and suspension and exclusion to monitor program effectiveness.

2. Reading Partners' approach is to tutor students at their independent reading level, i.e., the level at which reading is challenging, but inspirational rather than frustrating. To determine this "just right" level for students, we assess them at least three times a year with a research-based elementary literacy assessment tool. This assessment cycle enables us to benchmark students' independent reading levels at enrollment, progress monitor and course-correct at mid-year, and then record overall growth at end-of-year. As a second data source, RP collects state standardized test scores. This data give us a more comprehensive picture of how students are doing relative to state English Language Arts standards. Finally, we gather perceived impact data on improvements in students' reading skills, self-confidence, and classroom participation through twice-annual teacher, principal, and tutor surveys. In addition to these formal data, Reading Partners gathers informal data on each student on a weekly basis. Specifically, we ask tutors to record qualitative notes at the end of each tutoring session to track in real-time students' struggles and breakthroughs. Reading Partners expects that schools will establish open lines of communication with our staff members and management team. Schools are also responsible for sharing student data so that we can best serve their students.

3. In addition to the quantitative data we collect on students three times a year through assessments, Reading Partners also tracks students' daily progress in the reading center. At the end of each tutoring session, tutors complete notes on what curriculum material the pair worked on that day and where the student struggled or excelled. This qualitative running record of student performance enables Reading Partners staff to suggest adaptations to and supplementary activities for instruction in real-time. RP Program Managers and Site Coordinators regularly review these notes to suggest supplements or adaptations to each student's Individual Reading Plan. Based on this data, Reading Partners staff develop and continually update an Individualized Reading Plan (IRP) for each student that identifies key areas for growth within phonics and/or comprehension skills. As the year progresses, Reading Partners works with school partners to share data back and forth and to keep the student's Individualized Reading Plan updated. Reading Partners also collects student attendance, student work and tutor notes to inform the needs of each individual child on a daily and weekly basis.

4. In the summer months Reading Partners prepares for the upcoming year by analyzing outcomes data from the prior year to set new goals. In addition to the information provided above, we conduct mid-year assessments of all students progress to monitor their growth and course-correct the IRP if need be. Reading Partners is consistently focused on measurable results- we collect student achievement data three times each year and track the data using an online database, Salesforce, so staff across the organization can track progress in real-time. At the site level, Reading Partners Program staff create and regularly update a Site Progress Report (SPR) to ensure that each reading center is following organization-wide best practices and protocols and so can generate expected results. The plan tracks metrics ranging from student attendance to mid-year assessment results to center organization and logistics. The plan also includes a “key factors chart” that allows Program staff to identify areas of concern in that reading center and then to propose action plans in response. The SPR has enabled Reading Partners to maintain consistent results for students and schools while more than doubling enrollment from 2010 to 2012.

5. See Attachment 2: Data Sample(s)

Section 4: Women and Minority Inclusion

1. If selected by the school district, Reading Partners will hire new employees. Reading Partners is an equal opportunity employer. The Reading Partners non-discrimination policy states that Reading Partners

“makes employment decisions on the basis of merit and business needs. The Organization does not unlawfully discriminate on the basis of race, color, religion, citizenship, political activity or affiliation, marital status, age, national origin, ancestry, physical or mental disability, medical condition, veteran status, sex (including gender, gender identity, gender expression and/or sexual orientation), pregnancy (including childbirth and related medical conditions), taking or requesting statutorily protected leave, or any other basis protected by law.”

Furthermore, Reading Partners recruits and trains community volunteers to implement the tutoring program. Reading Partners volunteers represent all sectors of society: high-school students, college students, working professionals, parents, and retirees. We find students benefit from relationships with adults with different experiences and perspectives. Reading Partners outreach teams develop regional outreach plans to recruit volunteers from diverse backgrounds. In some cases, Reading Partners has partnered with local small businesses, such as coffee shops, to recruit volunteers.

ATTACHMENT 2: DATA SAMPLES

Region	Jan. 2012: Overall Site Score	Jan 2012: Overall Operational Logistics Score	Jan. 2012: Overall Student Achievement Score	Jan. 2012: Overall Communications/ Program Quality Score	Action Plan: Focus Area #1	Action Plan: Focus Area #2	Action Plan: Focus Area #3
East Bay	4.0	3.9	4.0	4.1	Tutor Effectiveness	Enrollment numbers	Overall student performance
Los Angeles	4.2	3.8	4.1	4.6	Student Attendance	Student performance/lowest performing	Enrollment numbers
New York	3.7	3.5	3.9	3.7	Student Attendance	Overall student performance	Center org/logistics/enrollment
Sacramento	4.4	4.0	4.9	4.3	Student Attendance	Student performance/lowest-performing	Enrollment numbers
SF/Marin	4.0	4.1	3.6	4.4	Tutor Effectiveness	Lowest-performing students	Overall student performance
Silicon Valley-Peninsula	4.2	4.1	4.1	4.4	Student Attendance	Overall student performance	Other
Silicon Valley-South Bay	4.4	4.4	4.3	4.5	Overall student performance	Enrollment numbers	Student Attendance
Washington DC	4.1	4.1	4.3	4.1	Tutor Effectiveness	Lowest-performing students	Student Attendance
Overall Site Average	4.1	4.0	4.1	4.2	Overall student performance	Enrollment numbers	Tutor effectiveness

Student Outcome Data: Consistently Strong Results

Year	Months Gained per Month in Program	% Accelerated Learning	% Narrowing Gap	Avg. Number of Sessions
2011-12	1.6	89%	73%	38
2010-11	1.6	88%	76%	36
2009-10	1.8	89%	75%	35
2008-09	1.5	87%	77%	34
2007-08	1.5	80%	64%	33

Five-year trend shows consistently strong results for RP students:

- 1) The average RP student gains more than a month and a half of learning for every month in the program regardless of grade level or how far behind he or she began the year;
- 2) Approximately 9 in 10 accelerate their rates of learning; and
- 3) Three in four have narrowed the gap between their entry-level grade-equivalency level and their year-end grade-level expectation

Results show that students, on average, attend 38 sessions or about 19 weeks

