

GUIDE TO BECOMING A PREK READING CORPS SITE 2019-20



Considering partnering with PreK Reading Corps? This Guide contains the information administrators should know. Please read carefully prior to submitting your Site Application.

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If you have questions about Reading Corps or about the 2019-20 site selection process, please contact Renee Borg at rborg@hopenetwork.org or 616-490-4408.

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PREK READING CORPS FACT SHEET

What are Reading Corps services?

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

Who are Reading Corps Interventionists?

- Reading Corps Interventionists serve as AmeriCorps members who focus on solving a societal problem – in this case, a gap in reading achievement. AmeriCorps is often referred to as the “domestic Peace Corps.”
- Reading Corps Interventionists are individuals engaged in commitment of service, during the school year (August 19, 2019 – May 30, 2020), in meeting needs in their local communities through AmeriCorps and are commonly referred to as “members” or “Interventionists.” Interventionists are not employees of the school. In this document, those serving will be referred to as “Interventionists.”
- Reading Corps Interventionists maintain a stable, regular schedule of hours at a site and are supervised by an Internal Coach at the site.

Which students are eligible for Reading Corps services?

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

What assessments are used by Reading Corps?

- The current assessment tool is the Preschool Early Literacy Indicator (PELI). The PELI assessment is designed for preschool and pre-kindergarten children (ages 3 to 5) and assesses alphabet knowledge, vocabulary and oral language, phonological awareness, and comprehension. The assessment is given in a storybook format that will be familiar to most preschoolers. The measure is untimed and takes about 15 minutes to administer per child. A supplemental Letter Sound assessment is also used. Benchmark assessments are administered by the Interventionist with **all** children in his or her classroom in the fall, winter, and spring.

- More frequent, on-going assessment is administered with children receiving Tier 2 or Tier 3 support. The purpose of more frequent assessment is to gauge student progress and the effectiveness of the intervention. This is called progress monitoring.
- These assessment tools were chosen because of their well-established statistical reliability and validity. All of these assessments fit under the umbrella of “Curriculum-Based Measurement” (CBM).

What Tier 1 interventions are used by Reading Corps?

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

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

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

Tier 2 and Tier 3 Interventions:

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

How often do Internal Coaches meet with the Interventionist?

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

IS PREK READING CORPS A GOOD FIT FOR YOUR SITE?

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

- Does your PreK program serve students ages 3-5? Priority given to 4-5 year old classrooms.
- Is student contact time sufficient for a Interventionist schedule?
- Is there support for research-based literacy interventions to occur during the school day?
- And one, final, critical factor: **Is there someone on your staff with the talent and capacity to serve as the Internal Coach? Please turn to the “Description of Internal Coach” in this document and review it.**
- How will the Internal Coach’s schedule reflect time for Reading Corps duties (approx. 6-9 hours per classroom per month) plus training?
 - How will you compensate the Internal Coach be for required August training dates? Mileage?
 - How will you compensate the Internal Coach for time spent on Reading Corps duties throughout the year?
 - Will the Internal Coach also be your site’s SEEDS trainer? (The commitment for sites is that they either provide SEEDS training for Interventionists by a qualified trainer, connect Interventionists with a nearby site to receive SEEDS training, or send Interventionists to Reading Corps-hosted SEEDS training sessions. All SEEDS training sessions need to be complete by November 30. If a site decides to have the Internal Coach become a SEEDS trainer, the Train-the-Trainer is five days in the summer and is paid for by the site.) If your Internal Coach is interested in becoming a SEEDS trainer, please go to www.seeds-learning.com/training-opportunities to learn more.
- Name of proposed Internal Coach: _____

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

- What curriculum are you currently using, if applicable, and what assessments do you use and for what purpose?
- In which space(s) would Intervention occur?
- To which computer(s) would Interventionist(s) have regular, reliable access?
- What secure (locked) storage could the Interventionist utilize (for student files, for personal effects, etc.)?
- What is the lead classroom teacher’s perspective on helping implement Reading Corps in the classroom?
- Which classrooms with which teachers will be identified for Reading Corps Interventionist(s)?
- Is the Response to Intervention/Multi-Tiered Systems of Support model of service delivery utilized at your site? In what areas (e.g., academic, behavior)?
- What is your current enrollment of preschool students? Do you predict noteworthy changes for 2019-20?
- What do we need to know about your district or agency in order to be in compliance with your own district or agency's policies for partnerships? For example, with whom should we work on the following if they come up?
 - MEC runs extensive background checks and cannot pay for or ask Interventionists to pay for any additional background checks. If *additional* background checks or fingerprints are required, **the site must cover the cost.**
 - Posting open Interventionist positions on a district or site employment page (Recruitment contact: _____ - _____)
 - Posting a site sign with the AmeriCorps logo, Reading Corps logo, and potentially the logo of any funder who is sponsoring the program at your site

The Process to Apply

	Instructions
	To receive a Site Application, please click on the link: https://fs16.formsite.com/servetogrow/ds2bb8wtej/form_login.html
	Create a “new user” account, even if you applied last year. You will create your own username/password.
	Complete the application. <i>You may save partial work and log in prior to March 28, 2019 to finish or make changes.</i>
	By March 28, 2019: Save and submit the completed application. <i>You will receive an auto-email with your responses to save for your records.</i>



SUPPORTING ROLES IN READING CORPS

PreK Students

Reading Corps Interventionist
 An AmeriCorps member serving for one year. Interventionists are not employees of the school.

 Full-Time (FT) Interventionists serve a minimum of 37 hours.

 Primary role is to implement the Reading Corps model in working with students every day to help them improve their literacy skills.

Internal Coach
 Employee of the school, district, or agency who has background in literacy instruction, assessment, and intervention.
Dedicates approximately 6-9 hours per Interventionist per month per classroom per month to support Reading Corps at the site.
 Role Summary:
 - Provide on-site support to Interventionist
 - Welcome and orient the Interventionist to the site
 - Set schedule for the Interventionist
 - Ensure fidelity to PreK Reading Corps model
 - Use data to make instructional decisions for students
 - Observe and coach each Interventionist at least twice per month
Principal / Director
 Provide on-site support to Reading Corps with Interventionist outreach and recruitment; partner with Internal Coach and Master Coach in support of student results

Master Coach
 Contracted Educational Professional through Michigan Education Corps
 Content area expert who provides support to the site related to **literacy**. Visits site regularly.

 Role Summary:
 - Provide on-site coaching support to Internal Coach and Interventionists
 - Ensure fidelity to Reading Corps model
 - Support data-based decision making at the site
 - Support alignment of Reading Corps within the site's instructional and intervention contexts

Program Staff
 Employee of Michigan Education Corps
 Program administrator that provides support to the site related to **program management/administration**.
 Role Summary:
 - Support site in managing Interventionist performance
 - Coordinate training for Interventionists and Internal Coaches
 - Hold site accountable to Reading Corps expectations

Recruiter
 Employee of Michigan Education Corps
 Partners with the site for **Interventionist outreach and recruitment**



DESCRIPTION OF PRESCHOOL LITERACY INTERVENTIONISTS

The chart below describes the Reading Corps positions. You will need to indicate your request of full-time (FT) on the Site Application.

	PreK Literacy Interventionist
Who is this person?	Someone recruited from the community – a recent college graduate, a parent, a retiree, etc.
What does the Interventionist do at the site?	The Interventionist collaborates with the classroom teaching staff to incorporate specific Reading Corps strategies into the daily routine.
Are there other things the Interventionist is expected to do?	The Interventionist is required to attend ongoing Reading Corps training as frequently as once a month with Internal Coach. Training <i>may</i> occur on Saturday in some locations.
What is the time commitment?	Full-Time (FT) Interventionists serves 37 hours/week; August 19, 2019 – May 30, 2020, at the site for the school year
What are the financial benefits?	<ul style="list-style-type: none"> - Bi-weekly, competitive living allowance - Segal AmeriCorps Education Award up to \$4,266 to pay for college tuition or student loans - Student loan forbearance on federal loans - Health insurance and child care assistance (FT)
What are the non-financial benefits?	<ul style="list-style-type: none"> -Serve students every day through one-on-one, research-based tutoring. -Gain resume-building professional experience -Serve during the school day-keep evenings free for family time, another job or classes -Earn hours toward Child Development Associate (CDA)
How do they get involved?	Start the process by completing a Reading Corps application online at: (forthcoming in March/April and will be sent to sites)

DESCRIPTION OF INTERNAL COACH

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

Michigan Education Corps charges a \$5,000 per Interventionist participation fee for each school/site, *regardless if the Interventionist is full-time or part-time*. The primary cost for a school is devoting a % of time for a staff person to be the Internal Coach.

Internal Coach Description	
Role	The Internal Coach is designated by the administrator and will be trained by Reading Corps to provide literacy support and oversight to the Reading Corps Interventionists. Internal Coaches will uphold the Reading Corps model and act as a liaison between teachers and Interventionists or program staff.
Person	<p>The service site or ISD will name a staff person(s) to become an Internal Coach for Reading Corps. An excellent candidate may be drawn from among center managers, supervisors, mentors, education coordinators, lead teachers, literacy specialists, etc., provided he or she meets the following three criteria.</p> <p>An Internal Coach should:</p> <ul style="list-style-type: none"> ➤ Have a sound background in early literacy ➤ Be open to feedback and to new approaches to early literacy ➤ Have time allocated to fulfill the responsibilities listed below <p>Note: Challenges occur when a director/principal assigns this responsibility to a staff position without concretely opening dedicated time in that position for Reading Corps coaching. We recommend that directors/principals be thoughtful about <i>incorporating</i> this responsibility into a staff person's position.</p>
Time Commitment	<ul style="list-style-type: none"> • Average of 6-9 hours of coaching and Interventionist support <i>per Reading Corps classroom per month</i> • 7 days (50 hours) of training in addition to SEEDS training time, plus ongoing training <hr/> <p>Required training + coaching for 1 classroom = approx 0.1 FTE</p> <hr/> <p>Required training + coaching for 2 classrooms = approx 0.15 FTE</p> <hr/> <p>Required training + coaching for 3 classrooms = approx 0.2 FTE</p>
Training	<p>New Internal Coaches are required to attend 8 days of training total; this includes 4 days at Reading Corps Institute training and up to 4 days of Reading Corps training during the year. SEEDS of Learning sessions are an additional time commitment. August training is scheduled for the week of August 19, 2019.</p> <p>Returning Internal Coaches* are required to attend 5 days of training total; this includes 1 day at Reading Corps Institute training (tentative for a day the week of August 19, 2019) and up to 4 days of Reading Corps training during the year.</p> <p>Interventionist and Staff SEEDS of Learning: Reading Corps requires that, within 3 months after Institute, all Interventionists and new Internal Coaches attend all of the additional SEEDS of Learning sessions (delivered by a certified SEEDS of Learning trainer) that are not otherwise covered in Reading Corps training sessions. To accomplish this, Reading Corps will schedule these sessions and provide the SEEDS of Learning training. OR your site also has the option to train the remaining SEEDS of Learning sessions if you have a certified trainer.</p>
Responsibilities	Provide an on-site orientation for the Interventionist to introduce them to your site

Develop a consistent weekly schedule with the Interventionist that accounts for the daily and weekly hours commitment of their position: Full-Time (FT) Interventionist serves 37 hours at the site. Interventionists should work with a full caseload of students at any given time

Provide support to allow the Interventionist to develop professionally throughout the year, including inviting the Interventionist to participate in **professional development opportunities** at the service site and in the community

Conduct **two coaching sessions per month per classroom** to do the following:

- Help Reading Corps Interventionist and teaching team **implement the Response to Intervention/MTSS data-driven decision-making model** to review data & set goals
- Assist in the Interventionist's **implementation of student literacy assessments**
- **Conduct integrity observations** of the assessments (three times/year) and interventions (twice-monthly) used by the Interventionist to ensure fidelity to the model
- Complete an **Early Language and Literacy Classroom Observation (ELLCO)** in the fall and spring to provide objective feedback and suggestions to the teaching team to enhance the literacy environment
- Ensure integrity to the **Literacy and Math Rich Schedule**
- Support the Interventionist in implementing the family literacy intervention, **Talk, Read, and Write with Me!**
- Ensure the Interventionist is **accurately reporting student data**, including assessment scores and demographic information, by the deadlines

Consult with the Master Coach, who meets with the Internal Coach and Interventionists to do observations, conduct fidelity checks for assessment and interventions, and review student progress. The frequency of Master Coach visits ranges from three times per year to once a month, depending on the site's needs and the Internal Coach's experience with Reading Corps

Work closely with Michigan Education Corps program staff and site administration to **proactively** manage Interventionist performance and address issues as they arise. Interventionists are expected to adhere to site policies and procedures regarding confidentiality, safety, dress code, attendance, etc. Note: documentation may be required for next steps.

Complete a **semi-annual online program survey** and participate in **semi-annual site visits** with Reading Corps program staff

Approve Interventionist timesheets once every two weeks and complete a **Interventionist performance evaluation** two times per year

Participate in **special site visits** to highlight and demonstrate the effectiveness of the Reading Corps program. These site visits may include media, legislators, corporations, and other parties involved in funding

SITE EXPECTATIONS IN IMPLEMENTING READING CORPS

1. Identify a staff person to fill the role of Internal Coach and allocate sufficient time for the person to attend training and fulfill the responsibilities of Reading Corps, including providing on-site supervision and support to the Reading Corps Interventionist. Pay for the cost of substitutes to allow Internal Coach to attend training (if applicable).
2. Work in collaboration with Reading Corps staff to find high-quality Reading Corps Interventionists for your site. We know the majority of our Interventionist candidates come from our site partner. Your participation in outreach and recruitment is essential.
3. *Prioritize the placement of Reading Corps Interventionists in classrooms that serve 4- and 5-year-olds who are going to Kindergarten the next year.* Michigan Education Corps discourages placing Interventionists in 3 year-old classrooms.
4. Educate lead teacher and teaching teams about the Reading Corps model and expectations to capture buy-in and support for implementation. Michigan Education Corps **strongly encourages** lead and assistant teachers to attend 2 days of Reading Corps Institute the week of August 19, 2019. Exact dates TBD.
5. Welcome the Interventionist to the site, introduce to staff, provide an orientation to the site, etc. In addition, designate Intervention space that allows children to focus on the task. Provide space for the Interventionist to use, including a locked filing cabinet and computer access (with Google Chrome or Firefox as the web browser).
6. **SEEDS “Big 5” Early Literacy Predictors:** The classroom teaching staff and Interventionist commit to intentionally incorporate the following SEEDS “Big 5” early literacy predictors in their daily interactions and schedule:
 - Conversation skills
 - Vocabulary and background knowledge
 - Book and print rules
 - Phonological awareness (rhyming & alliteration)
 - Alphabetic knowledge

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

7. **Literacy and Math Rich Schedule:** The classroom teaching staff and Interventionist commit to using the Reading Corps Literacy and Math Rich Schedule, which is a tool that outlines the classroom expectations for Reading Corps. The schedule serves as a guide to build evidence-based routines into the daily schedule, and helps classrooms determine how the SEEDS “Big 5” essential skills will be embedded and explicit throughout these daily routines and how to individualize instruction. The Literacy and Math Rich Schedule includes the following elements:
 - **Arrival:** Children are greeted daily
 - **Sign-in:** Children write their names daily, with the support of a Interventionist or teacher
 - **Mealtime:** Mealtime conversations with children are encouraged by using a “Strive for 5” conversation loop, with an emphasis on theme-related vocabulary
 - **Large Group:** Children are provided an opportunity for large group learning
 - **Daily Message:** Children are provided with a 2-4 minute fun and meaningful shared print activity (usually done in large or small group)
 - **Repeated Read Aloud:** The same theme-related book is read daily for one week. The teacher and/or Interventionist incorporate talking, reading, and writing into each reading with the intention of developing vocabulary and comprehension.
 - **Tier 1 Small Group:** Interventionists lead an additional Tier 1 small group Read Aloud once a week

- **Journal:** Children are given the opportunity to write and draw something of interest in a journal each week
- **Choice Time/Active Learning:** Children have time to make choices and pursue their own interests in a literacy-rich classroom
- **Tier 2 & Tier 3 Interventions:** Interventionists implement Tier 2 (small group, 10-15 minutes) or Tier 3 (one-on-one, 5-10 minutes) interventions with selected students daily
- **Literacy-Rich Transitions:** The Interventionist and/or teacher use a song or rhyme focused on rhyming, alliteration, letter names, letter sounds, or vocabulary and oral language to transition children from one activity to the next
- **Family Engagement:** The family literacy intervention*, *Talk, Read and Write with Me!*, is sent home weekly to encourage families to talk, read, and write at home. In collaboration with the site, Interventionists communicate program objectives with parents of children receiving Reading Corps services.

** Note: Reading Corps provides Talk, Read, Write materials annually, but asks that the site be responsible for inventorying and housing extra materials from one program year to the next.*

8. **Literacy-Rich Environment:** The Interventionist will assist the teaching team in creating and maintaining a literacy-rich environment that achieves a ‘basic’ or better score as defined by the Early Language and Literacy Classroom Observation (ELLCO). The Interventionist will add to environment by putting concrete, theme-related vocabulary props and opportunities to talk, read, write, and play into three or more centers.
9. **Student Assessments:** Support benchmarking by the Interventionist during the fall, winter and spring benchmark periods for children in Reading Corps classrooms. In addition, support monthly progress monitoring by the Interventionist to guide instruction and interventions, along with collection of baseline data as applicable.
10. **Response To Intervention (RTI)/Multi-Tiered Systems of Support (MTSS) Data-Driven Decision-Making:** Ensure successful implementation of Response to Intervention data-driven decision-making process. Coordinate decisions about teaching strategies and intervention selection with the Internal Coach and/or teachers based on the needs of each individual child and/or groups of children.
11. Provide demographic data & state-assigned student ID number for students receiving Reading Corps services. Support the Reading Corps program in following federal (i.e., FERPA) and state regulations for data security and sharing. A detailed description of data required from the site for participating students is provided in the Reading Corps Site Agreement.
12. Provide a mechanism for informing families that their child is receiving Reading Corps services. One option is to use the template letter provided by Reading Corps.
13. Ensure service site is accessible to people with disabilities.

COSTS OF READING CORPS

Michigan Education Corps charges \$5,000 per Interventionist participation fee (regardless if the Interventionist is full-time or part-time) to receive the Reading Corps program. The chart below outlines additional costs of the program, some of which are incurred as part of its agreement in implementing Reading Corps.

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

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

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

PROGRAM TIMELINE

March/early April 2019	Interventionist Application released online
February 5, 2019	Site Application released online. To receive a Site Application, please click the link: https://fs16.formsite.com/servetogrow/ds2bb8wtej/form_login.html
March 28, 2019	Site Application due to Renee Borg at rborg@hopenetwork.org
April 18, 2019	Award Notification and Site Agreements to schools
May 24, 2019	Signed Site Agreement returned to Michigan Education Corps
June 7, 2019	Internal Coach is identified and registered for Reading Corps August training
March – early August 2019	Recruitment and selection period for Reading Corps Interventionist position
June/July (5 days), 2019	SEEDS of Learning Train the Trainer for designated trainer from site <i>(if applicable)</i> <i>Exact dates, cost, and availability to be determined by SEEDS of Learning, LLC</i>
August 19-23, 2019	Reading Corps Institute training for new Internal Coaches (refer to “Description of Internal Coach”)
August 19-20, 2019	Reading Corps Institute training for returning Internal Coaches (refer to “Description of Internal Coach”)
August 19-23, 2019	Reading Corps Institute training for PreK Literacy Interventionists (refer to “Description of Preschool Literacy Interventionist”)

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