

Invitation to Participate in i3 Grant Opportunity for 2014-2015

Elementary schools in Michigan are eligible to receive tuition and professional resources worth approximately \$11,000 per teacher for early literacy professional development and instruction in Reading Recovery under the U.S. Department of Education *Investing in Innovation (i3) Federal Grant opportunity*. School eligibility criteria, the provisions of the award and school commitments are listed below. For more information about Reading Recovery in Michigan and the i3 grant opportunity, visit the website of the Reading Recovery Center of Michigan Oakland.edu/readingrecovery

School Eligibility Criteria for Participation in the i3 Grant – Elementary schools with first grade classrooms must meet at least one of the following criteria:

Priority 1. Any school that meets at least one of the following categories:

- The elementary school is listed on the Michigan Department of Education School Improvement Grant List, *or*
- Title I school in restructuring or corrective action, *or*
- Rural school in a rural Local Education Agency (LEA). Rural LEA means an LEA that is eligible under the Small Rural School Achievement (SRSA) program or the Rural and Low-Income Schools (RLIS), or program authorized under Title VI, Part B of ESEA, *or*
- Sizeable population of ESL students. A school is eligible if the percent of students at the school exceeds the state average for ESL/ELL students in a school.

Priority 2. Any school that meets one of the following:

- Title I school in Program Improvement (Year 1 or 2) *or*
- In a district in Program Improvement

Priority 3. Any public, private, parochial, or charter school

What the Award Provides – The i3 grant will pay for initial training costs for teachers from the eligible elementary schools, including: Tuition for Reading Recovery Teacher Training (10 graduate credits in Reading Recovery through Oakland University.) Training is provided at the nearest Michigan Reading Recovery Teacher Training Site.

- Books, materials, and supplies for teacher training and for instruction with children
- Instructional fees
- Professional development stipend for each teacher trainee

Commitments – If you would like your school to be an i3 grant partner school with Oakland University's Reading Recovery Center you will need to:

- Agree to train a certified teacher(s), employed full-time by the school, in Reading Recovery. This would include supporting their weekly attendance and participation in the yearlong RDG 539 Reading Recovery Training Class held after-school at the nearest regional Reading Recovery training site in Michigan.
- Commit to keeping the teacher in the role to provide the daily 1:1 lessons for a minimum of three years including the training year in Reading Recovery.
- Comply with the Standards and Guidelines for Reading Recovery in the United States. See rrcna.org
- Achieve full implementation of Reading Recovery in your school. Full implementation is service to cover the lowest-performing 20-30% of first graders in your school.
- Participate in federally required research. Data collection will be minimally intrusive. For example, some teachers may be asked to keep daily logs of teaching, participate in a survey and agree to be interviewed.

Participation in the i3 Grant

Step One: For full consideration and to reserve space for your school's participation in the 2014-2015 school year, please contact Reading Recovery at readingrecovery@oakland.edu as soon as possible. The Reading Recovery teacher training course is a full year of participation. The course starts at the beginning of the academic year, typically mid/late August prior to the start of the school year for children and concludes in early June, at the end of the school year for children. Participation in the i3 grant opportunity is provided by priority status to schools on a first-come first-served basis.

Step Two – Application Letter: After contacting Reading Recovery, (see Step One), the elementary school principal will send a letter of application addressed to Dr. Mary K. Lose, Director, Reading Recovery Center of Michigan. In the letter, indicate (1) your school's priority status (see Priorities 1, 2, and 3 for the description of a school's i3 grant criteria) and (2) whether you agree to the grant's commitments as outlined above.

Step Three – MOA: Upon review of your application letter, you will receive a Memorandum of Agreement (MOA) form for signatures. Following receipt of the signed MOA in our office, your teacher will be registered with Ohio State University i3 office. This is followed by registration in the Reading Recovery teacher training course through Oakland University.

Investing in Reading Recovery Training for Teachers as Part of a Comprehensive Approach to Literacy

A comprehensive approach to literacy includes effective classrooms for all students, small group instruction for older struggling learners and 1:1 intensive intervention for first graders having extreme difficulty learning to read and write. Research has shown that skilled teachers who receive excellent initial training and continuous professional support are key to an effective approach to literacy instruction. Teachers trained in Reading Recovery deliver 1:1 lessons to struggling first graders and work as literacy coaches and teachers of classroom, special education, Title I Reading, and ESL/ELL in their other instructional roles.

Response to Intervention

Reading Recovery can be a dynamic part of a school's Response to Intervention (RTI) plan. For detailed information about Reading Recovery and RTI, see <http://rrcna.org/implementation/RTI/index.asp>

Also, the National Response to Intervention (NCRTI) reports large gains for the Reading Recovery intervention. For more information about the NCRTI visit [Academic Intervention | National Center on Intensive Intervention](#)

Title I Services – Small Group Literacy Interventions

Most teachers trained in Reading Recovery incorporate the Reading Recovery one-to-one intervention as part of their Title I teaching assignment. In the previous school year, these reading teachers taught an average of 41 students each day in their roles as classroom, special education, Title I reading, and ESL teachers including the 8-10 students who receive Reading Recovery. Half the schools that implement Reading Recovery across the U.S. used Title I Part A to fund the position.

Information about Reading Recovery Training for Teachers

Please visit the website of the Reading Recovery Center of Michigan at Oakland University Oakland.edu/readingrecovery or contact Reading Recovery at readingrecovery@oakland.edu