

GUIDE TO BECOMING A READING CORPS SITE – K-3 2018-19



Considering becoming a Reading Corps K-3 site for the 2018-19 school year?
This Guide contains the information administrators should know.

Please read this carefully prior to submitting your application.

If you have questions about Reading Corps or about the 2018-19 site selection process, please contact
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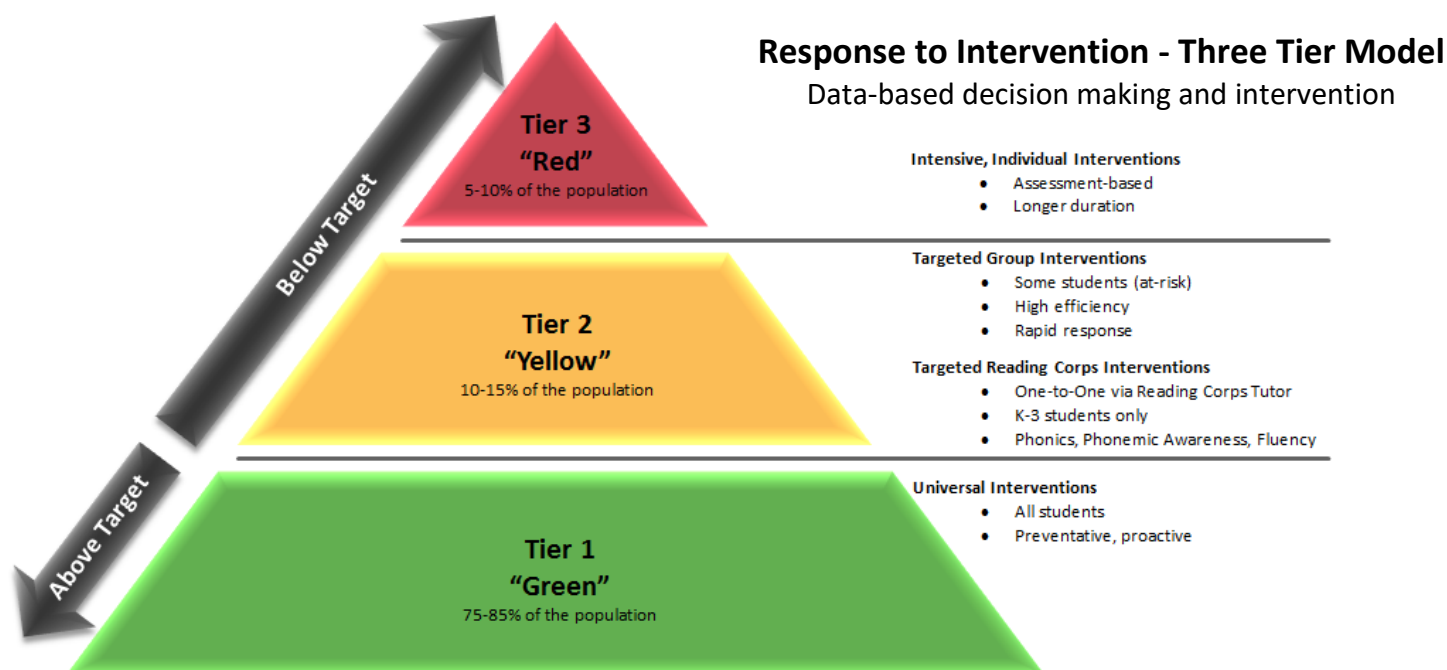
READING CORPS K-3 FACT SHEET

What are Reading Corps services?

- Reading Corps tutors are trained to provide daily 1-on-1, twenty-minute sessions with Kindergarten through 3rd grade students
- A staff person at the school, called an Internal Coach, attends three days of Reading Corps training prior to the school year and supports the tutors throughout the year
- A literacy expert with Reading Corps, called a Master Coach, supports the Internal Coach and tutors at the school
- Tutors provide targeted reading skill practice, commonly called interventions, primarily in the areas of phonemic awareness, phonics, and fluency
- Tutors are trained in 10 scripted reading interventions; Internal Coaches and Master Coaches select interventions for students based on individual student data

Which students are eligible to receive Reading Corps services?

- Kindergarten through 3rd grade students scoring “below target” on benchmark assessment probes administered by the tutors (within a Response To Intervention/Multi-Tiered Systems of Support 3-Tier model, these students are *generally* classified as Tier 2)
- Students who need reading skill practice versus intensive reading instruction in longer daily sessions
- Students receiving Title 1, special education, or English Language services are eligible on a case-by-case basis, as determined by the Internal Coach in collaboration with school staff



When are Reading Corps services delivered, and how many students do tutors serve during the school day?

- Tutoring sessions occur outside of a student's teacher-led reading instruction time during the school day
- Students participating in Reading Corps receive daily 20-minute sessions every day of the week
- Tutor caseloads vary from one another depending on the number of hours they are serving in a day (varies from 6 to 10 students for tutors serving part of the school day to a minimum of 15 students for tutors serving the whole day)

How long do students receive Reading Corps services?

- Students receive Reading Corps interventions as long as their individual data indicates they are in need of intervention services
- Reading Corps tutors administer weekly 1-minute reading probes to students and create individual student graphs to illustrate student progress. Student graphs include an aim-line from the student's baseline score to his or her grade-level target score
- If a student is making adequate progress, his or her scores will increase at a rate similar to the aim-line (i.e., some points above and some points below the aim-line). Students in 1st-3rd grade who have 3-5 consecutive data points above the aim-line with two of these scores at or above the upcoming season target should be exited from Reading Corps services; Kindergarten students must have 3-5 consecutive data points above the aim-line with two of these scores at or above the spring target

How often do Reading Corps tutors meet with their Internal Coaches and/or Master Coaches?

- It is recommended that tutors and their Internal Coaches allocate 10-15 minutes per day for communication or schedule weekly meetings. As tutors become familiar with their tasks, the amount of meeting time may be reduced
- One time per month, the Internal Coach, Reading Corps tutors, and Master Coach meet to review every student's graph and determine which interventions should be observed for fidelity and additional coaching or if interventions should be changed
- Two times per month, Internal Coaches observe tutors with students and check intervention integrity using observation checklists. Master Coaches observe and conduct integrity checks with Internal Coaches regularly to support the Internal Coach in learning the interventions and coaching the tutors. Administration and scoring of the assessment is observed jointly by Internal Coaches and Master Coaches, tri-annually, using a checklist.

Who are Reading Corps tutors?

- Individuals who have signed up to do a year of national service through AmeriCorps and are commonly referred to as "members" or "tutors." The tutors receive a living allowance and earn hours of service toward an education award to pay for college tuition or pay back college loans. AmeriCorps is often referred to as the "domestic Peace Corps"
- Reading Corps tutors serve as AmeriCorps members who focus on solving a societal problem - in this case, reading failure
- Reading Corps tutors maintain a stable, regular schedule of hours at a school and are supervised by an Internal Coach at the school
- Reading Corps tutors are not employees of the school district nor are they paraprofessionals; they may not be used to supplant services provided by the school or site employees

What are the assessments used?

The assessment tools used by Reading Corps were chosen because of their well-established statistical reliability and validity. All these measures fit under the umbrella of “Curriculum-Based Measurement” (CBM), and are fluency-based assessments, meaning that students are given an unlimited opportunity to respond to items within a fixed amount of time, and the number of correct responses is counted.

- Benchmark assessments are conducted in the fall, winter, and spring. They are 1-minute assessments from FastBridge Learning, developed at the University of Minnesota, and include: 1) Test of Letter Names, 2) Test of Letter Sounds, 3) Test of Nonsense Words (English), and 4) CBMReading (3 passages).
- Progress monitoring assessments are conducted weekly to gauge the effectiveness of the intervention and progress of the student. They are 1-minute assessments from FastBridge Learning and include: 1) Test of Letter Sounds, 2) Test of Nonsense Words (English) and 3) CBMReading.

What are the interventions used?

The interventions used by Reading Corps are each designed to provide additional practice that is supplemental to the core reading instructional program provided by the school. The interventions share a common theme in that they focus on building foundational reading skills such as phonemic awareness, letter sound knowledge, decoding skills, and oral reading fluency. Tutors are trained to deliver ten evidence-based supplemental reading interventions with participating students.

1. **Phoneme Blending:** The student builds the skill of blending individual phonemes (smallest individual units of sound of spoken language) into words.
2. **Phoneme Segmenting:** The student builds the skill of listening to words and breaking words into their individual phoneme segments.
3. **Letter Sound Correspondence:** The student builds the skill of associating the correct sounds with letters.
4. **Blending Words:** The student builds the skill of blending individual letter sounds into words.
5. **Newscaster Reading:** The student builds skills in reading with appropriate phrasing and expression through extensive modeling by the tutor and practice.
6. **Duet Reading:** The student builds reading fluency skills with modeling and practice.
7. **Repeated Reading with Comprehension Strategy:** The student builds skills in reading fluently (rate+accuracy+expression) while reading for comprehension.
8. **Pencil Tap:** The student builds skills in reading accurately instead of carelessly.
9. **Stop/Go:** The student builds skills in recognizing punctuation and phrasing when reading connected text.
10. **Great Leaps** is a reading program designed to increase fluency in phonemic awareness, letter recognition and phonics, high frequency words, and connected text.

IS K-3 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 school serve students in Kindergarten, first, second, and/or third grade?
- ☐ Will your program have been in operation for at least one academic year by 2018-19?
- ☐ Is there support for evidence-based literacy interventions to occur during the school day?
- ☐ And one, final, critical factor: Is there someone on your staff with the talent and capacity to serve as the Internal Coach? Please turn to the "Description of Internal Coach" in this document and review it.
 - ☐ How will the Internal Coach's schedule reflect time for Reading Corps duties (approx. 6-9 hours per tutor per month) plus training (32 hours of training for new coaches or 16 hours of training for returning coaches)?
 - ☐ How will the Internal Coach be compensated for required training dates? Mileage/hotel accommodations?
 - ☐ How will the Internal Coach be compensated for time spent on Reading Corps duties throughout the year?

Name of proposed Internal Coach: _____

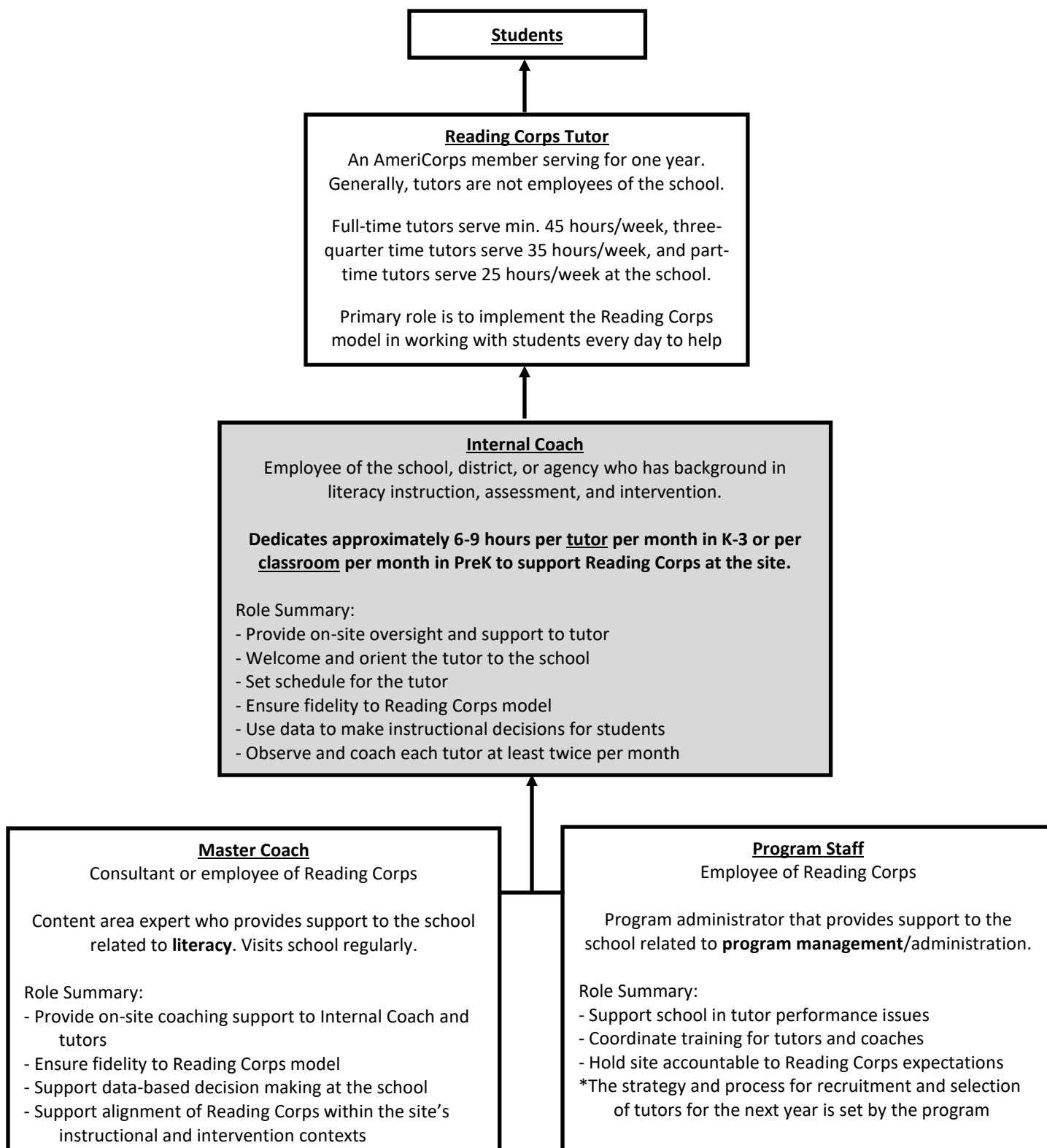
Here are some other factors that we'll want to know in order to customize a Reading Corps award for your site:

- ☐ Who are your site's other community partners, if any?
- ☐ What curriculum are you currently using, if applicable, and what assessments do you use and for what purpose?
- ☐ In which space(s) would tutoring occur?
- ☐ To which computer(s) would tutor(s) have regular, reliable access?
- ☐ What secure (locked) storage could the tutor utilize (for student files, for personal effects, etc.)?
- ☐ What are the teachers and other staff members' perceptions of Reading Corps?
- ☐ 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)?
- ☐ Estimate the number of students who are below grade level expectations in reading for each grade.
- ☐ What do we need to know about your district or agency in order to be in compliance with your own district or agency's policies for partnerships? For example, with whom should we work on the following if they come up?
 - ☐ We run extensive background checks and cannot pay for or ask tutors to pay for any additional background checks
 - ☐ Posting open tutor positions on a district or site employment page (Recruitment contact: _____)
 - ☐ Posting a site sign with the AmeriCorps logo, Reading Corps logo, and potentially the logo of any funder who is sponsoring the program at your site

The Process to Apply

X	Instructions
	Locate site application at 2018-19 K3 Site Application (Available January 22, 2018).
	Create a "new user" account, even if you applied last year. You will create your own username/password.
	Complete the application. <i>You may save partial work and log in prior to February 28,, 2018 to finish or make changes.</i>
	By February 28, 2018: Save and submit the completed application. <i>You will receive an auto-email with your responses to save for your records.</i>

SUPPORTING ROLES IN READING CORPS



DESCRIPTION OF ELEMENTARY LITERACY TUTORS

Role Description: Literacy Tutors work one-on-one with K–3 students who need help practicing their reading skills. They use prescribed, evidence-based literacy interventions and conduct weekly progress monitoring to ensure the student is on track to read at the end of 3rd grade. Tutors make a one-year commitment to service.

	Elementary Literacy Tutor
Who is this person?	Someone recruited from the community – a recent college graduate, a parent, a retiree, etc.
What does the tutor do at the site?	The tutor provides daily 1-on-1 targeted Reading Corps interventions in 20 minute sessions to a caseload of students during the school day.
Are there other things the tutor is expected to do?	The tutor is required to attend ongoing Reading Corps training with Internal Coach. Training <i>may</i> occur on Saturday in some locations.
What is the time commitment?	<ul style="list-style-type: none"> • A full-time tutor serves 45 hours/week at the site and completes 1700 hours of service August 2018 through June 2019. • A three-quarter time tutor serves 35 hours/week and completes 1200 hours of service August 2018 through June 2019. • A part-time tutor serves 25 hours/week and completes 900 hours August 2018 through June 2019.
What are the financial benefits?	-Bi-weekly living allowance -Education award up to \$5,920 -Student loan forbearance on federal loans -Limited benefits health insurance (full-time and three-quarter time)
What are the non-financial benefits?	-Make an impact on the community -Gain valuable experience in a school -Learn literacy intervention strategies -Play a vital role for children in education
How do they get involved?	Start the process by completing a Reading Corps application online at www.MinnesotaReadingCorps.org .

DESCRIPTION OF INTERNAL COACH

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

There is no cash fee to participate in Reading Corps.

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

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

Internal Coach Description	
Role	The Internal Coach is designated by the principal and will be trained by Reading Corps to provide literacy support and oversight to the Reading Corps tutors. Internal Coaches will uphold the Reading Corps model and act as a liaison between teachers and tutors or program staff.
Person	<p>School psychologists, RTI Specialists, reading teachers, literacy specialists, or instructional coaches are excellent candidates for Internal Coaches. Classroom teachers and administrators are typically <u>not</u> good candidates for Internal Coaches because it is difficult to find time to conduct observations during the school day.</p> <p>An Internal Coach should:</p> <ul style="list-style-type: none"> ➤ Be knowledgeable about the use of curriculum-based measurement ➤ Be knowledgeable about scripted reading interventions (Standard Treatment Protocol) ➤ Have time allocated to fulfill the responsibilities listed below, including attending required training and conducting coaching sessions ➤ Be knowledgeable in reading instruction <p>Note: Challenges occur when a principal assigns this responsibility to a staff position without concretely opening dedicated time in that position for Reading Corps coaching. We recommend that 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 support <u>per tutor</u> per month • 32 hours of training (new coaches) or 16 hours of training (returning) <hr/> <p style="text-align: center;">Required training + coaching for 1 tutor = approx 0.1 FTE</p> <hr/> <p style="text-align: center;">Required training + coaching for 2 tutors = approx 0.15 FTE</p> <hr/> <p style="text-align: center;">Required training + coaching for 3 tutors = approx 0.2 FTE</p>
Training	<p>Reading Corps Institute: Internal Coaches are required to attend Reading Corps Institute prior to the start of the school year. New coaches attend three days (24 hours) and returning coaches attend one half day (4 hours) of literacy training.</p> <p>Ongoing Training: Internal Coaches will attend 1-2 days (8-16 hours) of Reading Corps training in the fall.</p>

Responsibilities	<p>Provide an on-site orientation for the tutor to introduce him/her to your school</p> <p>Set a daily tutoring schedule with the tutor of 20 minute tutoring sessions that enables the tutor to serve 45 hours per week (full-time tutor), 35 hours per week (three quarter time tutor), or 25 hours per week (part-time tutor) at the site, with a full caseload of students at any given time (15-20 students for tutors serving in a full-time and three quarter time capacity /8-10 students for tutors serving in a part-time capacity).</p> <p>Provide support to allow the tutor to develop professionally throughout the year, including inviting the tutor to participate in professional development opportunities at the service site and in the community</p> <p>Complete a twice-monthly intervention integrity checklist (more often for pilots) for each intervention observed, provide feedback to the tutor, and submit checklists to Reading Corps</p> <p>Complete an Observing and Rating Administrator Accuracy (ORAA) three times a year during the benchmark periods. This must be completed until the administration by tutor is reliable and standardized, 95% accuracy</p> <p>Select and give tutors access to numbered and grade-level passages (<u>not</u> books) to use during tutoring sessions (e.g., leveled passages from curriculum, Read Naturally, Easy CBM, Reading A to Z)</p> <p>Work collaboratively with the tutor to select and exit students according to Reading Corps criteria, and determine appropriate reading interventions</p> <p>Ensure the tutor is accurately reporting student data, including assessment scores and demographic information, by the deadline</p> <p>Consult with the Master Coach, who meets with the Internal Coach and tutors to do observations, conduct fidelity checks for assessment and interventions, and review student progress. The frequency of Master Coach onsite 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. Additionally, Master Coaches, Internal Coaches, and tutors engage in monthly discussions and review of student data/progress.</p> <p>Work closely with Reading Corps program staff and site administration to proactively address performance issues if they arise. Tutors are expected to adhere to site policies and procedures regarding confidentiality, safety, dress code, attendance, etc.</p> <p>Approve tutor timesheets once every two weeks and complete a tutor performance evaluation two times per year</p> <p>Complete a semi-annual online program survey and participate in semi-annual site visits with Reading Corps program staff</p> <p>Submit in-kind reports to record staff wages and time dedicated by your site to Reading Corps</p> <p>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</p> <p>Fulfill additional or modified responsibilities for Reading Corps pilot projects, as applicable</p> <p>Complete an FBI background check in accordance with federal grant requirements</p>
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SITE EXPECTATIONS IN IMPLEMENTING READING CORPS

1. Identify a staff person to fill the role of Internal Coach and allocate sufficient time for the person to attend training and fulfill the responsibilities of Reading Corps, including providing on-site supervision and support to the Reading Corps tutor.
2. Work in collaboration with Reading Corps staff to find high-quality Reading Corps tutors for your site.
3. Educate teachers about the Reading Corps model to capture buy-in and support for implementation.
4. Welcome the tutor to the school, introduce to staff, provide an orientation to the school, etc. Provide work space for the tutor to use, including a locked filing cabinet and computer access (with Google Chrome or Firefox as the web browser). Tutoring occurs in a space, designated by the site, which allows students to focus on the task.
5. Follow Reading Corps's Eligibility Scores Table to determine which students are eligible for Reading Corps services. Reading Corps uses criterion reference target scores at each grade level to determine which students are eligible for tutoring.
6. Support the tutor's implementation of Reading Corps's evidence-based literacy interventions.
7. Ensure that students receiving Reading Corps services are provided targeted literacy interventions for 20 minutes each day, five days a week (100 minutes weekly). Assist tutors in creating the tutoring schedule.
8. Support benchmarking (also known as screening data collection) during the fall, winter, and spring benchmark periods for participating K-3 students as well as those who have participated in Reading Corps in the past, and the recording of this data into the online Reading Corps data management system.
9. Oversee weekly progress monitoring for participating students to guide tutoring interventions. Tutors are responsible for recording this data into the online data management system used by Reading Corps.
10. Ensure that Reading Corps tutors consistently serve their expected caseload of students at any given time - 15-20 students for tutors serving in a full-time capacity or 8-10 students for tutors serving in a part-time capacity.
11. Adhere to the exit criteria guidelines set by Reading Corps, which establish when a student is ready to be exited from Reading Corps services.
12. Provide demographic data & state-assigned student ID number for students receiving Reading Corps services. Note: The Reading Corps program functions in full compliance with state laws and the Family Educational and Privacy Rights Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), the Federal law that governs appropriate protection of student education record data. A detailed description of data required from the site for participating students is provided in the Reading Corps Site Agreement.
13. Support activities and strategies that promote family involvement and increase the reading-rich environment of the site, including implementing the Read at Home (RAH!) family literacy intervention. Collaborating with the Reading Corps tutor, communicate with the parents of students who are receiving Reading Corps services.
14. 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.
15. Report in-kind contributions to the program.
16. Ensure service site is accessible to people with disabilities.

COSTS OF READING CORPS

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

Description of cost	Reading Corps pays	Site pays*
Tutor recruitment efforts (i.e. newspaper ads)	✓	✓
Background checks on tutors	✓	**
Tutor living allowance	✓	
Tutor benefits (insurance for full-time tutors, education award, forbearance)	✓	
Worker's Compensation policy for tutors	✓	
Tutor mileage to attend Reading Corps-required training	✓	
Tutor mileage to attend site-required training (if applicable)		✓
Cost of including tutors in site-sponsored training		✓
Misc. supplies used by tutor (e.g. markers, photocopies, paper, stickers)		✓
Computer and Internet access for tutor		✓
Work space for the tutor, including locked file cabinet		✓
Salary of Internal Coach to fulfill Reading Corps responsibilities		✓***
Salary of Master Coach to fulfill Reading Corps responsibilities	✓	
Reading Corps manual, including assessment & intervention materials	✓	
<u>Expenses related to Internal Coach's 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 (e.g. lodging, mileage, food, parking, etc.)		✓
Salary of Internal Coach to attend training days		✓
Cost of substitute to allow Internal Coach to attend <u>all</u> training days		✓

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

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

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

PROGRAM TIMELINE

January 22	Site Application released online
February 28	Site Application due
March 1	Tutor Application released online
April 14	Sites are notified of 2018-19 site selection decisions ("site awards"); Site Agreement included
February – June 30	Recruitment and selection period for the Elementary Literacy Tutor position
May 7	Signed Site Agreement returned to Reading Corps
May	Internal Coach is identified and is registered to attend Reading Corps Institute
June 30	All tutor positions filled! (<i>unfilled positions may be re-assigned to other sites</i>) Continue to recruit for all unfilled positions
August 14-16	Reading Corps Institute training for new Internal Coaches
August 14	Reading Corps Institute training for returning Internal Coaches
August 13-16	Reading Corps Institute training for Reading Corps tutors

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