

GUIDE TO BECOMING A K-3 READING CORPS SITE 2019-2020



Considering partnering with K-3 Reading Corps? This Guide contains the information administrators should know. **Please read carefully prior to submitting your Site Application.**

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.

TABLE OF CONTENTS

K-3 Reading Corps Fact Sheet.....	2
Is K-3 Reading Corps a Good Fit for Your Site?.....	5
Supporting Roles in Reading Corps	6
Description of Elementary Literacy Interventionists.....	7
Description of Internal Coach.....	8
Site Expectations in Implementing Reading Corps.....	9
Costs of Reading Corps.....	11
Program Timeline	12

K-3 READING CORPS FACT SHEET

What are Reading Corps services?

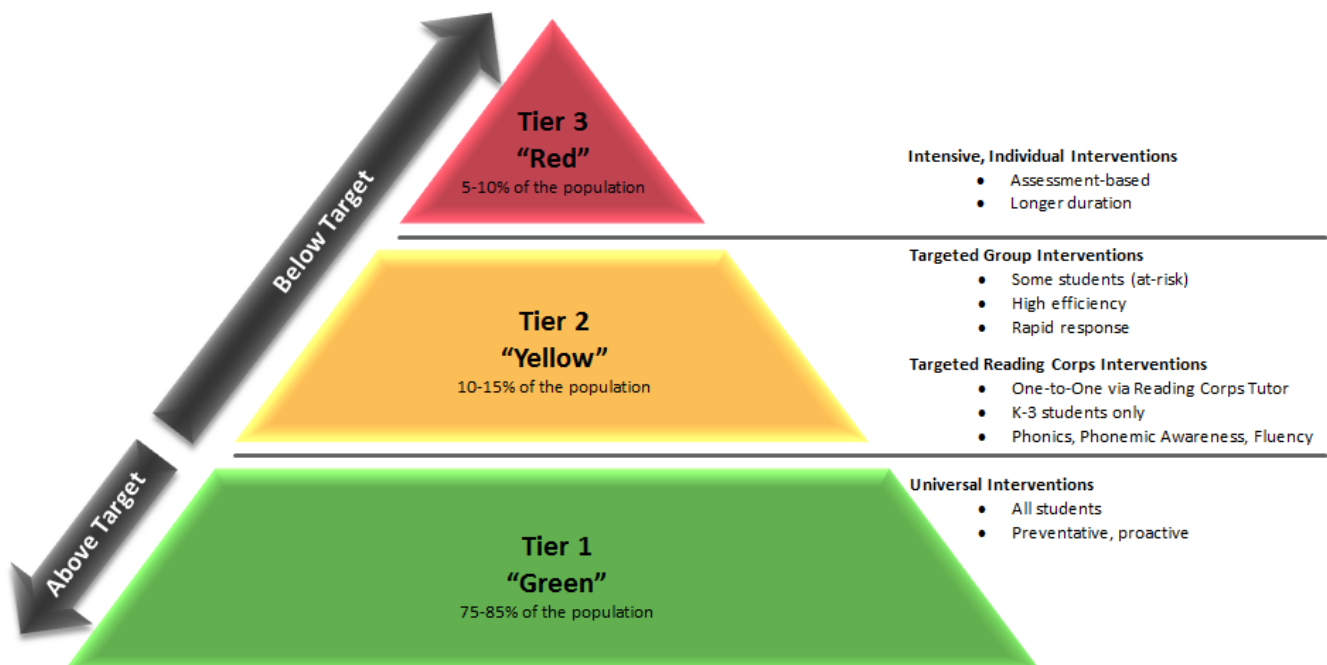
- Reading Corps Interventionists are trained to provide daily 1-on-1, twenty-minute sessions with Kindergarten through 3rd grade students
- A staff person at the school ("site"), called an Internal Coach, attends four days of Reading Corps training prior to the school year and supports the Interventionists throughout the year
- A literacy expert with Reading Corps, called a Master Coach, supports the Internal Coach and Interventionists at the site
- Interventionists provide targeted reading skill practice, commonly called interventions, primarily in the areas of phonemic awareness, phonics, and fluency
- Interventionists 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 Interventionists (within a Response To Intervention/Multi-Tiered Systems of Support 3-Tier model, these students are *generally* identified as needing Tier 2 instructional support)
- 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 the Master Coach and school staff

Response to Intervention - Three Tier Model

Data-based decision making and intervention



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

- 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 school week
- Interventionist caseloads vary from one another depending on the number of hours they are serving in a day (varies from 8-10 students for Interventionists serving part of the school day to a minimum of 15 students for Interventionists serving the whole day)

How long do students receive Reading Corps services?

- Students receive Reading Corps interventions as long as their progress monitoring data indicate they are in need of intervention services
- Reading Corps Interventionists 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 seasonal target score 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 Interventionists meet with their Internal Coaches and/or Master Coaches?

- Interventionists and their Internal Coaches should allocate 10-15 minutes per day for communication or schedule weekly meetings. As Interventionists become familiar with their tasks, the amount of meeting time may be reduced.
- One time per month, the Internal Coach, Reading Corps Interventionist(s), 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 Interventionists 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 Interventionists. Administration and scoring of the assessment is observed jointly by Internal Coaches and Master Coaches, tri-annually, using a checklist

Who are Reading Corps Interventionists?

- Reading Corps Interventionists are 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 a commitment of service, **during the school year**, in meeting needs in their local communities through AmeriCorps and are commonly referred to as “members” or “Interventionists.”
- Reading Corps Interventionists maintain a stable, *regular schedule of hours at a site* and are *supervised by an Internal Coach at the site*.

- Reading Corps Interventionists are not employees of the school district nor are they paraprofessionals; **they may not be used to supplant services provided by the site employees**
- Interventionists receive a modest living allowance and earn hours of service toward an education award to pay educational expenses at qualified institutions of higher education, for educational training, or to repay qualified student loans.

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 and include: 1) Letter Names, 2) Letter Sounds, 3) 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 and include: 1) Letter Sounds, 2) 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 site. 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. Interventionists are trained to deliver ten research-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 Interventionist 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 SCHOOL?

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

- ☐ Does your school ("site") serve students in Kindergarten, first, second, and/or third grade?
- ☐ Is student contact time sufficient for an Interventionist schedule to maintain a full caseload of students?
- ☐ Does/can the schedule allow 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 allow time Reading Corps duties (approx. 6-9 hours per classroom per month) plus training?
 - ☐ How will you compensate the Internal Coach required training dates? Mileage?
 - ☐ How will you compensate the Internal Coach for time spent on Reading Corps duties throughout the year, if applicable?

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 literacy curriculum are you currently using, if applicable, and what literacy assessments do you use and for what purpose?
- ☐ In which space(s) would Interventionist provide intervention?
- ☐ To which computer(s) would Interventionist(s) have regular, reliable access? Will this computer have access to the internet?
- ☐ What secure (locked) storage could the Interventionist utilize (for student files, for personal effects, etc.)?
- ☐ Is the 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, Kindergarten-3.
- ☐ 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 Reading Corps Interventionists to pay for any additional background checks
 - ☐ Posting open Reading Corps 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

X	Instructions
	Locate site application at: https://fs16.formsite.com/servetogrow/lzm1ne9vvp/form_login.html (February 4, 2019).
	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.

SUPPORTING ROLES IN READING CORPS

K-3 Students

Reading Corps Interventionist

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

Full-Time (FT) Interventionists serve about 37 hours/week and Part-Time (PT) Interventionists serve about 25 hours/week

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

Internal Coach

Existing 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 to support Reading Corps at site.

Role Summary:

- Provide supervision and on-site support to Interventionist
- Welcome and orient the Interventionist to the site
- Set tutoring schedule for the Interventionist
- Ensure fidelity to 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

Independent Contractor with Michigan Education Corps
Program 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

MEC 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 ELEMENTARY LITERACY INTERVENTIONISTS

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

	Elementary 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 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 Interventionist is expected to do?	The Interventionist is required to attend ongoing Reading Corps training with Internal Coach. Interventionists do not supplant positions in the school. Interventionists collect and enter student data into a data-management system.
What is the time commitment?	<ul style="list-style-type: none"> - Full-Time (FT) Interventionist serves about 35 hours/week - Part-Time (PT) Interventionist serves about 25 hours/week
What are the financial benefits?	<ul style="list-style-type: none"> -Bi-weekly, competitive living stipend -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 childcare 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 -Earn post-secondary credit -Serve during the school day- keep evenings free for family time, another job or classes
How do they get involved?	Start the process by completing a Reading Corps application online: (forthcoming)

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.

Michigan Education Corps charges a \$5,000 per tutor participation fee for each school. Example funding options include Title 1, 31a, and Early Literacy Grants, e.g., Additional Time Grant
The school devotes a percentage of time for a staff person to be the Internal Coach.

Internal Coach Description	
Role	The Internal Coach is designated by the school/district administrator (usually the building Principal) 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>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. We highly recommend that you do <u>not</u> select a classroom teacher or Principal to serve as Internal Coach.</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 <u>time allocated</u> 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. Principals must be intentional about <i>incorporating</i> and scheduling this responsibility- including training - 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 Interventionist</u> per month • 32 hours of training (new coaches) or 16 hours of training (returning), plus ongoing training <hr/> <p>Required training + coaching for 1 Interventionist = approx 0.1 FTE</p> <hr/> <p>Required training + coaching for 2 Interventionists = approx 0.15 FTE</p> <hr/> <p>Required training + coaching for 3 Interventionists = approx 0.2 FTE</p> <hr/>
Training	New Internal Coaches are required to attend 5 days of training total; this includes 4 days at Reading Corps Institute training (pre-service typically held in August) and 1 day of training in the fall, typically 4-6 weeks after Reading Corps Institute.

	Returning Internal Coaches* are required to attend 2 days of training total; this includes one day at Reading Corps Institute training (pre-service typically held during August) and 1 day of training in the fall, typically 4-6 weeks after Reading Corps Institute.
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SITE EXPECTATIONS IN IMPLEMENTING READING CORPS

1. Identify a staff person to fill the role of Internal Coach and allocate required 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.
2. Collaborate with Michigan Education Corps staff to find high-quality Reading Corps Interventionists for your site. For example, posting on social media, assisting with local outreach, etc.
3. Educate site classroom teachers about the Reading Corps model to capture buy-in and support for implementation.
4. On the Interventionist's first day, welcome the Interventionist to the site, introduce to staff, provide an orientation to the site, etc. Provide work space for the Interventionist to use, including a locked filing cabinet and computer access (with Google Chrome or Firefox as the web browser). Sessions occur 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 Interventioning.
6. Support the Interventionist's implementation of Reading Corps's research-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). Creating the tutoring schedule for Interventionists.
8. Support benchmarking (also known as screening data collection) during the scheduled fall, winter, and spring benchmark periods for participating K-3 students, and students who have participated in Reading Corps in the past. Support time and access to a computer with internet to record these data into the online Reading Corps data management system.
9. Ensure weekly progress monitoring occurs for participating students to guide intervention selection. Interventionists are responsible for recording this data into the online data management system used by Reading Corps.
10. Ensure that Reading Corps Interventionists consistently serve their expected caseload of students at any given time - 15-18 students for Interventionists serving in a full-time capacity or 8-10 students for Interventionists 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. 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. This includes child's first, middle and last name, state-assigned ID number, local ID, birthdate, and grade.

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 Interventionist, 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. Ensure service site is accessible to people with disabilities.

COSTS OF READING CORPS

Michigan Education Corps charges \$5,000 per tutor participation fee 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. Sites are asked to allocate sufficient time for the Internal Coach to fulfill his/her responsibilities

Description of cost	Reading Corps pays	Site pays*
Interventionist recruitment efforts (i.e. newspaper ads)	✓	
Background checks on Interventionists	✓	**
Interventionist living allowance & benefits	✓	
Worker's Compensation / AD&D policy for Interventionists	✓	
Interventionist mileage to attend Reading Corps-required training	✓	
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		✓***
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 must be paid for by the site or district. Additional, duplicative background checks are not paid by MEC, nor may it be passed on to the Interventionist.

*** When a principal assigns this responsibility to a staff position without concretely opening dedicated time in that position for Reading Corps coaching, program implementation suffers and kids do not get the highest possible dosage.

PROGRAM TIMELINE

February 4, 2019	Site Application released online
March/April 2019	Reading Corps Interventionist application released online
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
August, 2019 (exact dates TBD)	Reading Corps Institute training for new Internal Coaches (refer to “Description of Internal Coach”), returning Internal Coaches and Interventionists

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

-Site Awards are dependent on federal and state funding typically confirmed in summer2018.

-Extenuating circumstances such as unexpected retirement or staff transition must be communicated to Renee Borg by the building Principal or designee by June 14, 2019. Not notifying MEC staff of these circumstances by this date may jeopardize your sites opportunity for partnership for 2019-2020.