

Guide to Partnering with Michigan Education Corps:



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This Guide contains important information about being a host site with Michigan Education Corps (MEC) Reading Corps.

Questions about Reading Corps or site selection should be directed to Renee Borg at rborg@hopenetwork.org.

Reading Corps Fact Sheet

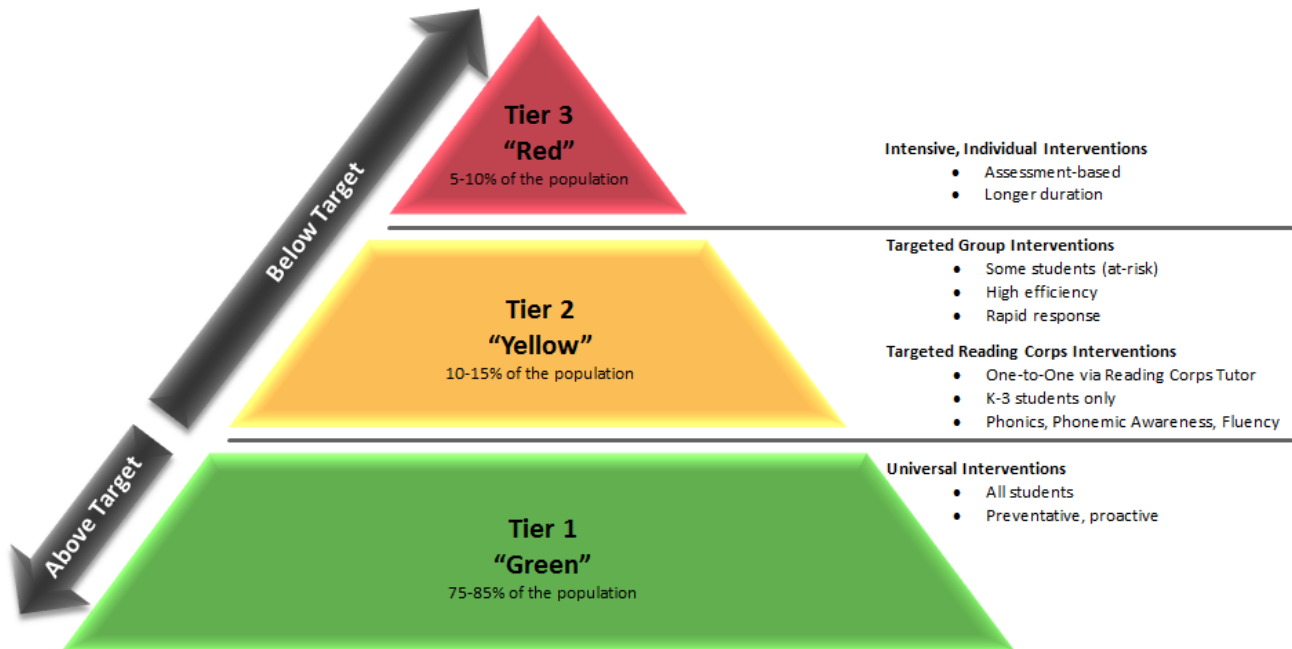
What are Reading Corps services?

- Reading Corps Interventionists are trained to provide daily, twenty-minute sessions 1-on-1 with Kindergarten through 3rd grade students.
- A staff person at the school ("site"), called an Internal Coach, completes Reading Corps training prior to the school year and supports the Interventionist throughout the year.
- A literacy and program expert called a Reading Corps Coaching Specialist, is a contractor with MEC and supports the Internal Coach and Interventionist 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, along with additional content in equity and supporting social-emotional learning. Internal Coaches and Coaching Specialists 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 Interventionist. Within a Response To Intervention/Multi-Tiered Systems of Support 3-Tier model, these students are generally classified as receiving Tier 2 supports.
- Students who need high-dosage, targeted reading skill practice versus intensive reading instruction in longer daily sessions.
- Students receiving Title 1, special education, or English Language services are eligible as determined by the Internal Coach in collaboration with the Coaching Specialist.

Response to Intervention - Three Tier Model



Reading Corps Fact Sheet (continued)

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

- Intervention 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 an Interventionist is at the site.
- Interventionist caseloads vary from one another depending on the number of hours the Interventionist is serving in a day (varies from 8 to 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 individual data indicates 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 utilizing the Reading Corps Data Management System.

How often do Reading Corps Interventionists meet with their 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, this time may be reduced.
- One time per month, the Internal Coach, Reading Corps Interventionist(s), and Coaching Specialist meet and review every student's progress monitoring graph to determine which interventions should be observed for fidelity and if additional coaching is needed, or if interventions should be changed.
- Two times per month, Internal Coaches observe Interventionists with students and check intervention fidelity using observation checklists. Coaching Specialists 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 Coaching Specialists, 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 who commit to service, during the school year meeting literacy needs in local communities. They are also 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.
- Although Reading Corps Interventionists are part of a school community, they are **not** employees of the school and/or district and they may **not supplant** services provided by the school employees. Likewise, Reading Corps Interventionists are not allowed to be assigned to lunchroom duty, playground supervision, etc. at the school.
- Interventionists receive a competitive living allowance and earn hours of service toward an education award to pay for college tuition or pay educational expenses at qualified institutions of higher education, for educational training, or to repay qualified student loans. For member's age 55

years+, this award may be gifted to a child, grandchild, foster child, or stepchild. Retired educators may serve as MEC Interventionists without forfeiting their pension.

Reading Corps Fact Sheet (continued)

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. This means students are given an unlimited opportunity to respond to items within a fixed amount of time, and the number of correct responses and errors are counted.

Benchmark assessments are conducted in the fall, winter, and spring. Progress monitoring assessments are conducted weekly to gauge the effectiveness of the intervention for student learning. Both benchmarking and progress monitoring are 1-minute assessments and include: 1) Test of Letter Sounds, 2) Test of Nonsense Words (English), and 3) CBM-Reading.

What are the interventions used?

Reading Corps uses evidence-based interventions designed to provide additional practice that is *supplemental* to the core reading instruction provided by the site, and are considered curriculum neutral. The interventions focus on additional practice for foundational reading skills such as phonemic awareness, letter sound knowledge, decoding skills, and oral reading fluency (rate + accuracy + expression). Interventionists receive training and coaching to deliver interventions with students with high fidelity.

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 fluency through extensive modeling by the Interventionist and practice.
6. **Duet Reading:** The student builds skills in reading fluency with modeling and practice.
7. **Repeated Reading with Comprehension Strategy:** The student builds skills in reading fluency while reading for comprehension.
8. **Pencil Tap:** The student builds skills in reading accurately instead of reading with overlooked errors.
9. **Stop/Go:** The student builds skills in recognizing punctuation and phrasing when reading connected text.
10. **Word Construction:** The student builds skills in phonics and fluency. This intervention bridges the gap between decoding individual words and reading connected text.

Is Reading Corps a Good Fit for Your Site?

Reading Corps thrives in a wide variety of contexts. Please consider the following before applying:

- ❑ Does your school serve students in Kindergarten, first, second, and/or third grade?
- ❑ Will your school schedule allow one or more Interventionists to serve the same students daily in 20-minute blocks of time outside of core reading instruction time? This is 8 to 10 students for Interventionists serving part of the school day to a minimum of 15 students for Interventionists serving the whole day.
- ❑ Is there a person on your staff with the interest, capacity, and time to serve as the Internal Coach? **Please go to page 9 for the “Description of Internal Coach” in this document and review it. Review this with the identified staff person in advance of applying to host MEC Interventionists. Ensure they understand the role and time commitment.**
- ❑ How will the Internal Coach's schedule include time for Reading Corps duties; approx. (6-9 hours per Interventionist per month, which is 2-3 hours per week)? How will the Internal Coach's schedule include approximately 5 hours of training?
 - Do you need to compensate the Internal Coach for the time completing required training?
 - Do you need to compensate the Internal Coach for time spent on Reading Corps duties throughout the year?
 - Are there tasks/duties/responsibilities that need to be removed from this individual's workload to accommodate Reading Corps duties?

Here are some other factors that are helpful to consider:

- ❑ In which location in the school would Intervention sessions occur?
- ❑ To which computer(s) or other device(s) and internet would Interventionist(s) have regular, reliable access? Regular access to an electronic device is required and must include a camera and microphone, along with login credentials.
- ❑ What secure (locked) storage could the Interventionist utilize (for student files, for personal effects, etc.)?
- ❑ How is a 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, K-3rd. Are there enough for an MEC Interventionist(s) caseload of 15+ (full-time) or 8-10 (part-time)?
- ❑ What local district or agency policies for partnerships will MEC need to follow? For example:
 - Background checks. MEC is required to run extensive background checks for any MEC Interventionist prior to placement in a school. MEC, nor Interventionists, may pay for

additional background checks beyond what MEC is required to conduct. **If additional background checks are required, that will be a site cost.**

- Interventionist Recruitment. How can we partner to post open Interventionist positions on a district or site employment page or share the opportunity on social media?
- MEC Partner Sign. Our grant requires posting a sign (provided by MEC) with the AmeriCorps logo, Reading Corps logo, and potentially the logo of any funder who is sponsoring the program at your site. Where could this sign be posted? (Most sites post this sign at the main office or tutoring location).

Site Expectations in Implementing Reading Corps

1. **Identify a staff person to fill the role of Internal Coach** and allocate 2-3 hours/week or 6-9 hours/month per Interventionist for the person to complete training and fulfill the responsibilities of Reading Corps. Responsibilities include providing on-site supervision, approving bi-weekly timesheets, regular check-ins, coaching and general support of the Reading Corps Interventionist. Classroom teachers and administrators are typically not good candidates for the Internal Coach role because it is difficult to find time to conduct observations during the school day.
2. Collaborate with MEC staff to **find high-quality Reading Corps Interventionists** for your site. The majority of our candidates are connected to the program by our site partners. Your participation in recruitment is very welcome (and essential!), as you are the experts in who is best for serving your kids at your school.
3. **Educate teachers and school staff** prior to the program start about the Reading Corps model to capture buy-in, support and shared understanding for implementation.
4. **On day 1, provide a site orientation for the Interventionist. This includes welcoming the Interventionist to the site**, introducing them to staff, and giving a tour (where do they put their lunch? Where are the restrooms? Where will interventions occur?).
5. Provide a space for the Interventionist to use, including a locked storage cabinet (for files and personal items), a device, e.g., computer with working camera and microphone, and access to the site's internet with login credentials.
6. Follow Reading Corps' 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 student eligibility for Reading Corps service. The Coaching Specialist will assist with determining student eligibility.
7. Schedule 10-15 minutes per day for communication or schedule weekly meetings with MEC Interventionists.
8. Ensure that students receiving Reading Corps services are provided targeted literacy interventions for 20 minutes each day that the Interventionist is scheduled at the school (5 days a week). Collaborate with Interventionist and Coaching Specialist to **create the Interventionist schedule**.
9. **Support benchmarking** during the fall, winter, and spring benchmark periods for participating K-3 students and record this data into the online data management system. Interventionists may be asked to collect benchmark data on previously served Reading Corps students during the same time frames.
10. **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.
11. **Ensure Reading Corps Interventionists serve their expected caseload** of students at any given time.
12. **Adhere to the student exit criteria** guidelines set by Reading Corps, which establish when a student is ready for exit from Reading Corps services.
13. **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.

14. **Communicate with the families/caregivers** of students who are receiving Reading Corps services in collaboration with the Reading Corps Interventionist. Provide a mechanism for informing families/caregivers that their child is receiving Reading Corps services. One option is to use the template letter provided by Reading Corps located in the online data management system.
15. Ensure **service site is accessible** to people with disabilities.
16. Pay the **MEC Participation Fee**.
17. Our program has a **disciplinary process** that applies to all MEC Interventionists. If an issue of concern arises that could be disciplinary, in most cases, Internal Coaches should and are expected and encouraged to address those immediately and directly with the Interventionist and document the conversation. Internal coaches will then notify MEC staff. MEC staff are always available to provide additional guidance. Details are provided in the AmeriCorps/Program Orientation, documents, and training provided by MEC to Internal Coaches prior to the start of programming. If there are any questions, please contact Tom Bobo at tbobo@hopenetwork.org.

Description of Reading Corps Interventionists

Role Description: Reading Corps Interventionists work one-on-one with K–3 students who need help practicing their reading skills. They use prescribed, research-based literacy interventions, conduct season screening, and weekly progress monitoring to support students in moving towards grade level targets.

Reading Corps Interventionist

<p>Who is this person?</p>	<p>Someone recruited from the community – a recent college graduate, a parent, a retiree, etc.</p>
<p>What does the Interventionist do at the site?</p>	<p>The Interventionist provides daily-targeted Reading Corps interventions 1-on-1 in 20-minute sessions to a caseload of students during the school day.</p>
<p>Are there other things the Interventionist is expected to do?</p>	<p>The Interventionist is required to complete ongoing Reading Corps training and participate in professional development with their Coaches and/or MEC Staff. Interventionists are required to complete data entry to track student progress that must be entered weekly. Interventionists may also participate in <i>supplemental</i> activities at their site or in their community with approval of MEC Program staff. The Interventionist may not supplant an employee of the school or district.</p>
<p>What is the Interventionist time commitment?</p>	<ul style="list-style-type: none"> • Full-Time (FT) Interventionist serves 37.5 hours/week (7.5 hours per day, Monday-Friday) • Part-Time (PT) Interventionist serves 27.5 hours/week (5.5 hours per day, Monday-Friday) <p>Cohorts of Interventionists start at designated times and commit to serving through the end of the school year. MEC will host four separate start dates: August 29, 2022, September 6, 2022, October 24, 2022, and January 9, 2023.</p>
<p>What are the financial benefits?</p>	<ul style="list-style-type: none"> • Bi-weekly, competitive living stipend • Segal AmeriCorps Education award up to \$4,546.50 to pay for college tuition or student loans • Student loan forbearance on federal loans • Health insurance (MEC pays monthly premium) and child care assistance (if eligible) (FT members only)
<p>What are the non-financial benefits?</p>	<ul style="list-style-type: none"> • Earn the Michigan Youth Development Associate Credential (MI-YDA). MEC provides a scholarship to cover all costs. • Develop 21st century skills such as data-driven decision making, communication skills and problem solving • Make an impact on the community • Serve students every day through one-on-one, research-based interventions • Gain resume-building professional experience • Earn college credit while studying at participating institutions • Learn literacy intervention strategies • Play a vital role for children to help close reading achievement gaps and position them for long-term success in school and life
<p>How do they get involved?</p>	<p>Start by completing a Reading Corps application online at mieducationcorps.org. Applications will open on April 4th.</p>

Description of Internal Coach

Role	The Internal Coach is designated by an 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 school staff, the Interventionists, and the program staff.
Person	<p>An Internal Coach is an employee of the service site. An Internal Coach should have interest in and time available to dedicate to the program, including supporting members, completing required training, and participating in coaching sessions. It may be beneficial for an Internal Coach to be knowledgeable about interventions or literacy instruction.</p> <p>Challenges occur when this responsibility is assigned to staff without creating dedicated time during school hours for Reading Corps coaching. Administrators should review the requirements of the Internal Coach position with assigned staff prior to completing a site application.</p>
Time Commitment	<ul style="list-style-type: none"> • Average of 6-9 hours of coaching and Interventionist support (including adequate supervision) <u>per Interventionist</u> per month • Approximately 5 hours of required online training <ul style="list-style-type: none"> Required training + coaching for 1 Interventionist = approx 0.1 FTE Required training + coaching for 2 Interventionists = approx 0.15 FTE Required training + coaching for 3 Interventionists = approx 0.2 FTE
Training	Internal Coaches are required to complete about 5 hours of training, and will have access to additional resources and professional development through the learning management system, if needed. Training information will be sent to Internal Coaches before the start of the program year, and must be completed within 14 calendar days or 10 business days of an Interventionist starting service at the school/site.
Responsibilities	<p>Provide an on-site orientation for the Interventionist(s) to introduce them to your site. This includes:</p> <p>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 37.5 hours/week; and Part-Time (PT) Interventionist serves 27.5 hours/week. Interventionist should work with a full caseload of students at any given time.</p> <p>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.</p> <p>Complete a twice-monthly intervention integrity checklist for each intervention observed, provide feedback to the Interventionist, and submit checklists to Reading Corps Coaching Specialist within 2 business days of completing the observation.</p> <p>Complete an integrity checklist three times a year on assessments for each seasonal benchmark periods. This must be completed until the administration by Interventionist is reliable and standardized with 95% accuracy. This is completed in real time with the Coaching Specialist.</p> <p>Select and give Interventionists access to numbered and grade-level passages (<u>not</u> books) to use during Intervention sessions (e.g., leveled passages from curriculum, Read Naturally, Reading A to Z).</p>

Work collaboratively with the Interventionist and Coaching Specialist to **select and exit students** according to Reading Corps criteria, and determine appropriate reading interventions.

Ensure the Interventionist is **accurately reporting student data**, including assessment scores and demographic information, by the deadline. As a best practice, data should be entered daily; data are required to be entered by the end of each week tutoring has occurred.

Consult with the Coaching Specialist. The frequency of Reading Corps Coaching Specialist 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, Reading Corps Coaching Specialists, Internal Coaches, and Interventionists engage in monthly discussions and review of student data/progress. "Visits" are defined as in-person or can be held virtually.

Work closely with MEC 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.

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

Complete a **semi-annual online program survey** and participate in **semi-annual site visits** with MEC program staff. Advance notice will be provided.

As needed, participate in **special site visits** to highlight and demonstrate the effectiveness of the Reading Corps program, as applicable. These site visits may include media, legislators, corporations, funders, MEC Advisory Board Members, etc.

The Cost of Reading Corps

The chart below breaks down the cost associated with Reading Corps.

Description of cost	MEC pays	Site pays*
MEC Participation Fee**		✓
Interventionist recruitment efforts	✓	
Background checks on Interventionists	✓	***
Interventionist living allowance & benefits	✓	
Worker's Compensation / AD&D policy for Interventionists	✓	
Interventionist transportation costs to attend Reading Corps-required training	✓	
Interventionist transportation costs to attend site-required training (if applicable)		✓
Cost of including Interventionists in site-sponsored training		✓
Misc. supplies used by Interventionist (e.g. markers, photocopies, paper, stickers)		✓
Computer with video camera, and Internet access for Interventionist and Internet access for Interventionist (whether in-person or virtual)		✓
Work space for the Interventionist, including locked storage cabinet (in-person)		✓
Salary of Internal Coach to fulfill Reading Corps responsibilities, including required training		✓
Salary of Reading Corps Coaching Specialists and Program Staff to fulfill Reading Corps responsibilities	✓	
Reading Corps manual, including assessment & intervention materials	✓	
Expenses related to Internal Coach attendance at Reading Corps training: <ul style="list-style-type: none"> • Training content fees for regularly schedule Reading Corps trainings • Training content fees for make-up Reading Corps trainings (approx. \$75/hr.) • Travel expenses, if applicable (e.g. mileage, pay, etc.) • Salary of Internal Coach to attend training days, if applicable 	✓	✓

* The expenses incurred by a site for participating in Reading Corps are considered in-kind contribution by the site. If this is a barrier to partnership, please contact the MEC Executive Director, Dr. Holly Windram, at hwindram@hopenetwork.org.

** MEC charges a \$5,000 per Interventionist fee for each Interventionist awarded to each school. Example funding options include Title 1, 31a, Additional Time Grant, and ARP PATHS funds.

***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. It is expected the site or district will cover any additional background checks.



Michigan Education Corps Participation Fee

MEC is non-profit. MEC charges a \$5,000 fee per Interventionist as part of the agreement with sites to receive the K-3 Reading Corps program. The fee is \$5,000 per interventionist whether Part-Time or Full-Time. This fee helps cover expenses to recruit, onboard, train and coach a new Interventionist prior to them starting to tutor students at a school. Example funding options for the participation fee include Title 1, 31a, Additional Time Grant, General School Fund, etc. MEC will also work with schools to approach community partners to cover this and/or additional costs as needed.

MEC does not reimburse the \$5,000 participation fee once an Interventionist has tutoring minutes (regardless of how many minutes) with one or more students. If an Interventionist starts at a school and then leaves of their own accord or is dismissed by MEC staff (i.e. after a few weeks or even a few months), MEC will work diligently to replace that Interventionist. MEC will not charge an additional participation fee for the replacement Interventionist. *It is prohibited for schools to hire the Interventionist while they are serving their AmeriCorps term of service. MEC will not reimburse a school or district if the AmeriCorps member is hired by the school or district, nor will MEC replace the Interventionist, unless school or district is willing to pay an additional \$5,000 participation fee.*

In some cases, a part-time Interventionist can only replace a full-time Interventionist. There is no participation fee reduction if a school has a full-time Interventionist and that Interventionist must be replaced with a part-time Interventionist. MEC will work with sites on a case-by-case basis and strive for minimal disruption to the amount K-3 Reading Corps service provided with Interventionist transitions if they occur. Further, if MEC can replace a full-time Interventionist with two part-time Interventionists, MEC will not charge an additional participation fee for the additional, second Interventionist. Finally, if MEC is unable to place Interventionists with the fully awarded request, MEC will only charge for the number of Interventionists actually placed at the school.

In summary, MEC will charge the participation fee one time for each unique Interventionist awarded to a service site and only when the individual has tutoring minutes with one or more students (regardless of how many minutes) at their site.

When a school site is awarded with the requested number of Interventionists and the site agreement is signed, and then the *school later requests fewer* number of Interventionists, MEC **WILL CHARGE** the participation fee for the number of Interventionists agreed upon in the site agreement.

Next Steps to Partnering with Reading Corps

Prepare to Submit Your Application

- ❑ Identify a staff member to serve as an Internal Coach, and review the expected responsibilities as described on page 9.
- ❑ Identify a staff member to serve as a Recruitment Contact and Interview Contact (if different).
- ❑ Determine the number of Reading Corps members and type for which to apply. Typically, two Interventionists are placed at a site.
- ❑ [Complete and submit your site application](#). Site applications are reviewed on a rolling basis.

After You Apply

- ❑ Receive communication with site award decisions and details.
- ❑ Communicate with MEC program staff to further discuss the partnership.
- ❑ [Complete the site onboarding training course](#). Share this with the identified Internal Coach, teachers, and other relevant staff.
- ❑ Begin recruiting using the recruitment launch kit (provided to sites after the site agreement is signed)

Before the Program Year Begins

- ❑ Sign the Site Agreement.
- ❑ Ensure the Internal Coach is ready to complete program-required tasks and training and has the capacity to dedicate 6-9 hours per member, per month.
- ❑ Educate school staff about Reading Corps.
- ❑ Prepare to welcome Reading Corps Interventionist(s) to your site by determining a designated workspace and communicating with the Reading Corps member(s) once they are selected and prior to the start of training. Interventionist contact information will be sent prior to the start of training.

