

An Evaluation of Michigan Education Corps: Reading Corps

2021-2022 ANNUAL REPORT



2021-2022



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We believe partnerships between researchers, AmeriCorps programs, and communities can transform research and practice, leading to sustainable, community-driven solutions. We value a broad and inclusive definition of “collaboration” because improving societal outcomes is maximized when the tools of science, expertise of communities, and resources of AmeriCorps are deployed in a truly collaborative way.

The Center's portfolio includes projects to evaluate the impact of AmeriCorps programming, projects to advance the existing knowledge base in education, and development projects to bring new and innovative programming to communities across the nation. <https://nssc.serveminnesota.org/>



Since 1963, Hope Network has been committed to supporting underserved individuals such as those with mental illness, neurological injuries, and developmental disabilities with a recent focus on children through services including literacy intervention, trauma-informed care, and residential treatment. Hope Network serves 240 plus communities, with 2,800 staff members, and more than 23,000 people annually throughout Michigan.

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Executive Summary

MEC Reading Corps is an AmeriCorps program that provides schools with trained literacy tutors to support reading development for students in Kindergarten through grade 3. MEC Reading Corps Interventionists are AmeriCorps members trained to implement evidence-based literacy instruction and assessment protocols. Interventionists are supported by a multi-level coaching model that includes site-based and external coaches. Full-time Interventionists work with approximately 15-18 students for 20 minutes each day. The research-based interventions are supplemental to the core reading instruction provided at each school. The goal of the tutoring is to raise individual students' literacy levels so that they close grade-level reading achievement gaps, and are on track to meet or exceed the next program-specified literacy benchmark.

A Note of Caution for Evaluation Results Interpretation

It is critical to evaluate this year's Reading Corps outcomes with caution. Due to influences resulting from the COVID-19 pandemic, the Reading Corps program continued to be delivered with varying dosage and modalities during 2021-2022 across districts and schools. In many districts, tutoring was delayed or not offered when schools closed or students were absent as there was not school-level capacity for support largely due to staffing shortages and staff absence due to illness. Districts and MEC responded as quickly as possible to address these challenges and adapt to maximize service to kids.

The continued, intermittent disruptions mean that results from this year must be interpreted with caution particularly when comparing to results from prior years.

The MEC Reading Corps evaluation addresses these broad questions and requirements with data collected during the 2021-22 school year.

1. What is the scope of the MEC Reading Corps program?

There were 114 MEC Reading Corps Interventionists who served a total of 1,893 students across 62 schools. White and Black or African American were the largest racial/ethnic categories for participating students.

2. To what extent was the MEC Reading Corps program implemented as intended?

MEC Reading Corps Internal Coaches and/or Coaching Specialists observed Interventionists administering assessments and delivering interventions throughout the school year. These observations allow for coaches to build on the Interventionist's formal training and to help tutors improve their implementation of the Reading Corps model. The results of the observations show that assessments and interventions were conducted with high levels of mean fidelity (>95% accuracy) and in accordance with their established evidence base.

On average, students in Reading Corps received 64 minutes of tutoring per week across 17 weeks. White students tended to receive both more tutoring sessions and more minutes of tutoring per week than non-white students. It will be critical for MEC to further explore the contexts that impacted this difference, and ensure equity in service provision to the greatest extent possible.

3. To what extent did participating students improve their literacy skills?

MEC Reading Corps Interventionists administer measures of elementary literacy to identify eligible students and track student progress during intervention. The measures assess phonics skills (i.e., knowing sounds and simple word-level phonetic relationships) and oral reading fluency skills (i.e., how well the student reads connected text).

Weekly progress monitoring scores on these assessments for participating students demonstrated that 69% of students had a weekly growth rate exceeding the target growth, which means these students were closing their individual achievement gap and catching up to their grade level targets. A greater percentage of white students exceeded target growth compared to non-white students. When asked in a survey about the impact of the program on students, 100% of tutor respondents indicated their service in Reading Corps had a positive impact on students and increased students' confidence in reading.

4. How did serving as an MEC Interventionist impact skills and knowledge related to education and future career goals?

MEC Reading Corps Interventionists respond to an end-of-year survey from the evaluation team indicated Reading Corps had a positive impact on them personally. Of the respondents, 95% said their service increased their knowledge and skills related to education. Additionally, 56% of respondents answered that they are likely or very likely to pursue a career in education as a result of their service. These results indicate Reading Corps likely makes a noteworthy contribution to the education career pipeline in the communities where Interventionists serve.

5. MEC will work with participating schools to include aggregate program data in the school improvement planning process and applicable data sets.

MEC provides SIP guidance to every participating school in the winter, and is updated regularly with consultation from School Improvement staff at Kent ISD. The guidance is language schools can use in the SIPs to document Reading Corps, and support the use of Reading Corps data in the school improvement planning process.

6. MEC will work with participating schools to include MEC program data in the school's multi-tiered system of supports (MTSS) implementation and monitoring data sets; and, 7. MEC program staff will work with school districts,

intermediate school districts, and MDE staff to refine the role of the MEC program within overall MTSS processes.

The most direct assessment of this outcome is through an annual survey sent electronically to all participating school Principals/Administrators, Internal Coaches, and Classroom Teachers. Specific statements asking the degree to which these stakeholders agree Reading Corps is an integral part of the school's multi-tier system of supports are included. Responses are on a Likert scale of Strongly Disagree, Disagree, Neutral, Agree or Strongly Agree.

Question 1: Our school uses Reading Corps data to inform and monitor our multi-tier system of supports (MTSS) implementation for reading and/or math.

Of Administrators who responded, 80% strongly agreed or agreed with this statement. Of Teachers who responded, 87% strongly agreed or agreed with this statement. Of Internal Coaches who responded, 82% strongly agreed or agreed with this statement.

Question 2: Reading Corps is integrated into our MTSS for literacy/math at my school.

Of Administrators, 71% strongly agreed or agreed that Reading Corps is an integral part of their school's MTSS framework. Of Teachers, 79% strongly agreed or agreed that Reading Corps is an integral part of their school's MTSS framework. Of Internal Coaches, 78% strongly agreed or agreed that Reading Corps is an integral part of their school's MTSS framework

There are numerous touchpoints with multiple stakeholders throughout the program year. The individuals involved vary based on the purpose for the meeting; however, the majority of conversations center around student outcomes, Reading Corps fidelity, and how Reading Corps is being integrated in a school's overall MTSS literacy framework.

8. MEC will provide a statement of work, which includes a timeline of the project, a budget summary, and a budget detail for progress monitoring and continuous improvement of program implementation.

These items were provided to Kellie Flaminio, Department Analyst/Early Literacy Grant Coordinator, Office of Educational Supports, on September 18, 2022. Any item is available upon request by contacting Ms. Flaminio or Holly Windram, Executive Director, Hope Network's Michigan Education Corps at hwindram@hopenetwork.org.

9. MEC will provide trainings for newly identified schools as the programs expand.

Trainings were provided throughout the 2021-2022 program year for all new and returning schools. Please see Appendix D for summary.

Introduction

Reading Corps Overview

MEC is a national replication partner of the Minnesota Reading Corps, an AmeriCorps program that provides schools with trained literacy Interventionists to provide high-dosage, high-impact reading intervention for students in Kindergarten through grade 3. MEC Reading Corps Interventionists are trained to implement evidence-based literacy instruction and assessment protocols and are supported by a multi-level coaching model that includes school-based and external coaches.

The Reading Corps model aligns with Response-to-Intervention (RTI) or Multi-Tier System of Supports (MTSS), which are two descriptions of a framework for delivering educational services effectively and efficiently.¹ Key aspects of that alignment include the following:

- Clear literacy targets at each grade level
- Benchmark assessment three times a year to identify students eligible for individualized interventions
- Evidence-based interventions
- Frequent progress monitoring during intervention delivery
- High-quality training in program procedures, coaching, and observations to support fidelity of implementation

In the RTI, or MTSS framework, data play the key roles of screening student eligibility for additional services and

monitoring student progress towards achieving academic goals (i.e., benchmarks). MEC Reading Corps screens students for program eligibility three times a year (i.e., fall, winter, spring) using empirically-derived grade- and content-specific performance benchmarks. Eligible students (defined as students scoring below target scores) are determined potential candidates to receive supplemental Reading Corps support.

MEC Reading Corps intervention focuses on the “Big Five Ideas in Literacy” as identified by the National Reading Panel, including phonological awareness, phonics, fluency, vocabulary, and comprehension.² MEC Reading Corps is particularly strong at developing Word Recognition within the Science of Reading. Interventions are *supplemental* (Tier 2) to the core (Tier 1) reading instruction

provided at each school. The goal of MEC

Reading Corps is to raise individual students’ literacy levels so

that they are on track to meet or exceed the next program-specified literacy benchmark for their grade level.



¹ Burns et al., 2016

² Snow et al., 1998.

Overview of the Evaluation

The MEC Reading Corps evaluation addresses several broad questions and requirements. The evaluation report is organized around each of these using data collected throughout the school year and are recorded by the implementers of MEC Reading Corps. Program administrators collect data about Interventionists and schools, including survey responses.

Interventionists collect data about student dosage and literacy outcomes. Coaches collect specific details about Interventionist implementation of interventions and assessments. These data are used to address the following:

1. What is the scope of the MEC Reading Corps program?
2. To what extent was MEC Reading Corps implemented as intended?
3. To what extent did participating students improve their literacy skills?
4. How did serving as an MEC Interventionist impact their skills and knowledge related to education and future career goals?
5. MEC will work with participating schools to include aggregate program data in the school improvement planning process and applicable data sets.
6. MEC will work with participating schools to include MEC program data in the school's multi-tiered system of supports (MTSS) implementation and monitoring data sets.
7. MEC program staff will work with school districts, intermediate school districts, and MDE staff to refine the role of the MEC program within overall MTSS processes.
8. MEC will provide a statement of work, which includes a timeline of the project, a budget summary, and a budget detail for progress monitoring and continuous improvement of program implementation.
9. MEC will provide trainings for newly identified schools as the programs expand.

A Note of Caution for Evaluation Results Interpretation

It is critical to evaluate this year's Reading Corps outcomes with caution. Due influences resulting from the COVID-19 pandemic, the Reading Corps program continued to be delivered with varying dosage and modalities during 2021-2022 across districts and schools. In many districts, tutoring was delayed or not offered when schools closed or students were absent as there was not school-level capacity for support largely due to staffing shortages and staff absence due to illness. Districts and MEC responded as quickly as possible to address these challenges and adapt to maximize service to kids.

The continued, intermittent disruptions mean that results from this year must be interpreted with caution particularly when comparing to results from prior years.

1. What is the scope of the MEC Reading Corps program?

Schools and Interventionists

MEC Reading Corps partners with elementary schools and districts to implement the program. MEC program staff and participating elementary schools recruit community members to serve as MEC Reading Corps Interventionists³ through AmeriCorps. Interventionists commit to serving a set number of hours per week (i.e. full-time AmeriCorps members commit to complete 1,200 hours of service). Interventionists receive a living allowance, benefits and are provided coaching by school staff and an MEC Reading Corps Coaching Specialist throughout their service term. Upon completion of their service, members receive a Segal AmeriCorps Education Award that can be used to pay education costs at qualified institutions of higher education, for educational training, or to repay qualified student loans.

Table 1 displays the number of participating schools, Coaching

Specialists, and Interventionists that served during the 2021-22 program year.

Table 1. Schools, Coaches, and Interventionists

Schools	Coaching Specialists	Interventionists*
62	5	114

**Defined as having entered tutoring minutes for at least one student in the Reading Corps Data Management System.*

MEC Reading Corps Interventionists receive asynchronous training through an online Learning Management System (LMS), accompanied by synchronous training, guided practice, and coaching. The intensive, information-filled courses on the LMS provide foundational training in the research-based literacy interventions employed by Reading Corps. Throughout the training Interventionists learn the skills, knowledge, and tools needed to provide reading intervention. Interventionists received detailed manuals and online resources that mirror

³ Interventionists may also be referred to as members as they are considered members of AmeriCorps. These are interchangeable terms.

and supplement the contents of the manual (e.g., videos of model interventions and best practices). Both the manuals, online resources, and synchronous training provide Interventionists with just-in-time support and opportunities for continued professional development and skill refinement. Further, training is provided throughout the program year as needed.

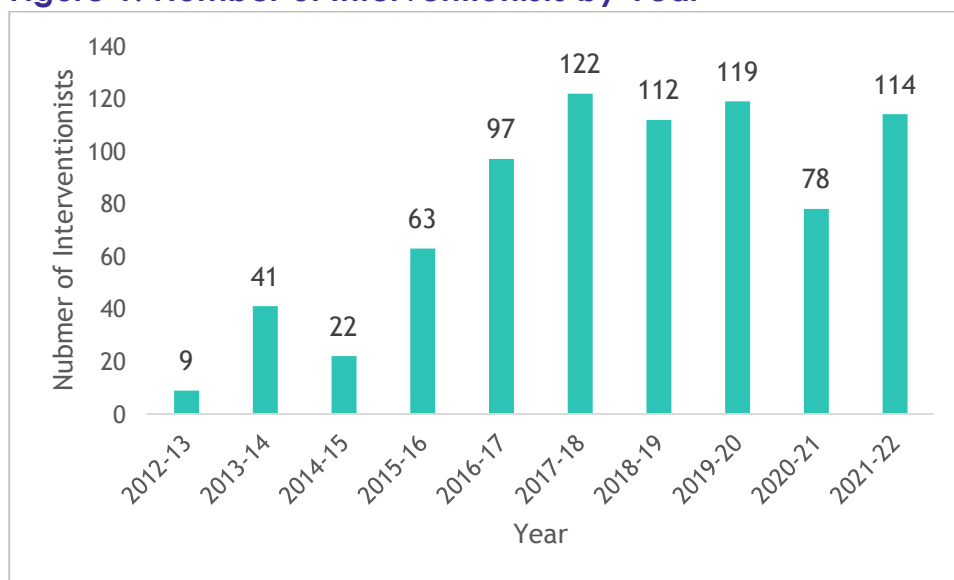
In addition to extensive training, Interventionists receive multiple layers of supervision to ensure integrity of program implementation and a positive service experience. Schools identify a staff member to serve as an Internal Coach, who is typically a literacy specialist, teacher, or curriculum director, to serve as immediate on-site supervisor, mentor, and advocate for Interventionists. The Internal Coach's role is to monitor Interventionists and provide guidance in the implementation of Reading Corps's assessments and interventions. As the front-line supervisor,

the Internal Coach is a critical component of the supervisory structure.

Coaching Specialists are MEC program staff who provide Interventionists and Internal Coaches with expert support on literacy instruction and ensure implementation integrity of Reading Corps program elements. In addition to these two coaching layers, a third layer consisting of AmeriCorps program support helps ensure a successful year of AmeriCorps service. These are MEC program staff who provide administrative oversight for program implementation to schools participating in Reading Corps.

The number of Interventionists serving varies by program year based on a number of factors including Interventionist recruitment, Interventionist service term (i.e. full-time or part-time Interventionists), school interest, Interventionist retention, and available public and private funding. Figure 1 displays the number of MEC Reading Corps Interventionists who served since 2012.

Figure 1. Number of Interventionists by Year

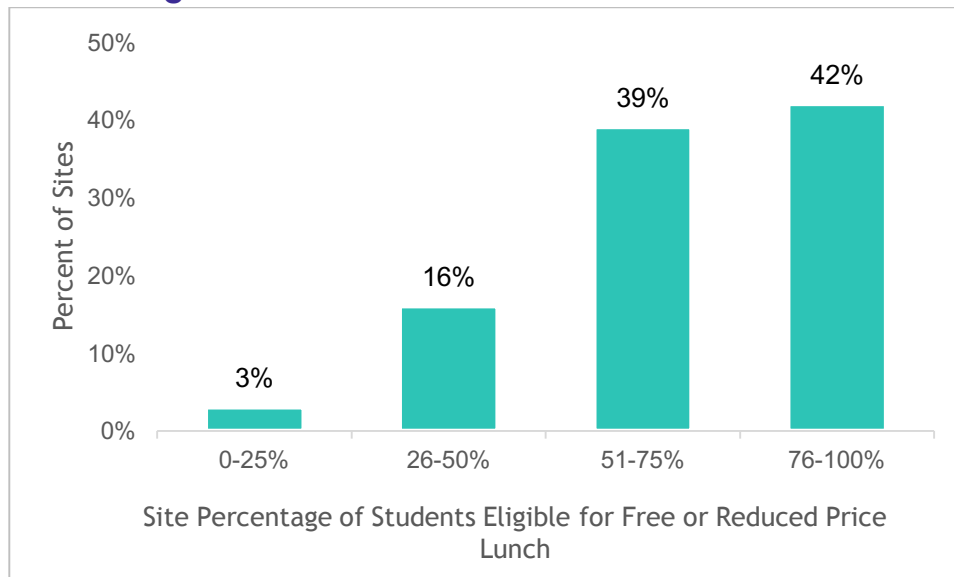


School Characteristics

Reading Corps strives to serve students and schools with the greatest need. One metric of school need is the percentage of students at the school who are eligible for the federal free and reduced-price lunch (FRPL) program. Students from families with incomes at or below 185 percent of the Federal poverty level are eligible for free or reduced-price meals. Figure 2 shows the

distribution of MEC schools implementing Reading Corps based on their school level FRPL percentage. Over 50% of the students at 81% of participating schools are eligible for Free or Reduced Price-Lunch. Only 3% of participating schools have less than 25% of students eligible for the FRPL program, indicating most Interventionists were placed in schools with greater than half of learners identified as FRPL.

Figure 2. Distribution of Schools by Student Eligibility for Free or Reduced Price-Lunch Program



Students Receiving Intervention

Students are identified as good candidates for MEC Reading Corps participation through a two-step process. First, students are recommended by the Internal Coach based on student performance data or if they received Reading Corps previously. Next, Interventionists administer a brief screening assessment to get current baseline data. Students

who score below Reading Corps benchmark targets that are linked to future academic success are eligible to receive Reading Corps intervention (see Appendix A for benchmark targets).

After identifying eligible students, the Interventionist works with their Internal Coach to select which students will be served, called the Interventionist's

“caseload.” Coaches set the caseload using a number of factors such as the school’s schedule, student attendance records, and other services available to eligible students.

The number of students on a caseload depends on the Interventionist’s service term. If delivering one-on-one interventions, full-time Interventionists aim to serve 15 or more students at day while part-time Interventionists serve 10 students a day. Some interventions can be delivered to student pairs increasing the number of students served per Interventionist.

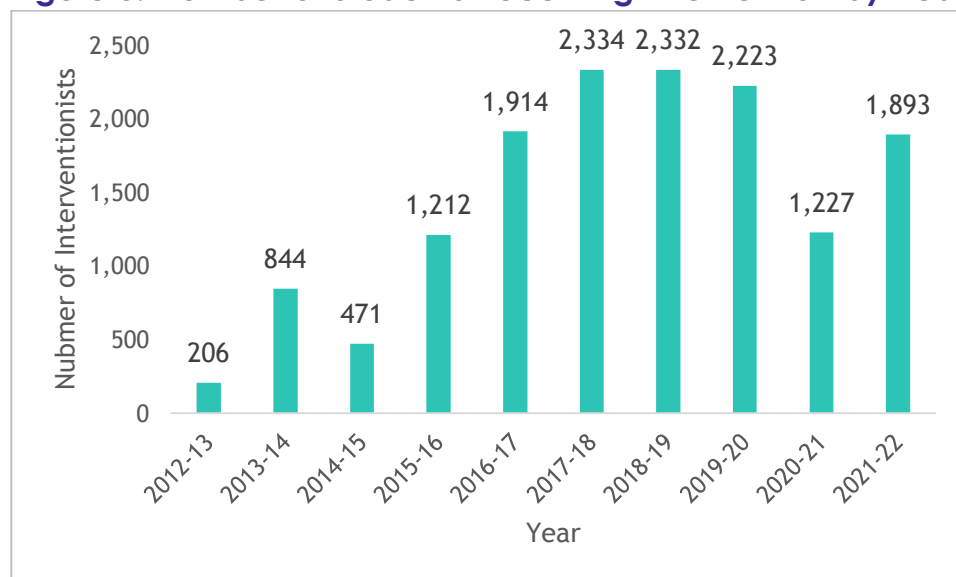
Table 2 displays the number of students served by grade across all schools. Note some schools chose to serve more students in certain grades, which can lead to an uneven distribution of students served across grades.

Table 2. Number of Students Receiving Intervention

Grade	Number of Students
Kindergarten	161
First	600
Second	597
Third	535
Total	1,893

The number of students served varies by program year based on many factors including Interventionist recruitment and retention, whether Interventionists are full-time or part-time, if Intervention is one-on-one or paired and how quickly students graduate. Figure 3 displays the number of students who received intervention each year of the program. Note the number of students served in 2019-20, 2020-21, and 2021-22 were significantly impacted by the COVID-19 pandemic.

Figure 3. Number of Students Receiving Intervention by Year



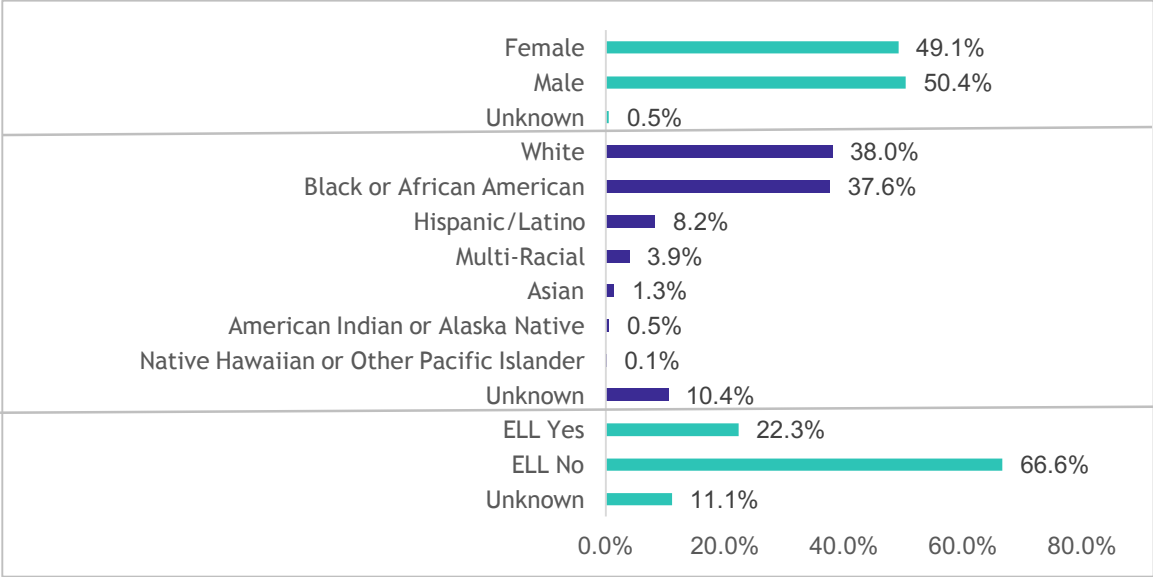
MEC Reading Corps Interventionists record demographic information of students they Interventionist, which

allows disaggregation of student outputs and outcomes to ensure the program is having an equitable impact. The

information is also used in various reports to describe the students participating in the program. Figure 4 shows a relatively similar percentage of White and Black or

African American students are participating in the program, as well as a relatively high percentage (>22%) of English Learners.

Figure 4. Student Demographics



2. To what extent was the Reading Corps program implemented as intended?

Coaching Observations

Ensuring accurate, effective implementation is n essential to MEC Reading Corps. Both Internal Coaches and Coaching Specialists provide Interventionists with frequent, expert support on literacy instruction and ensure implementation integrity of Reading Corps program elements through ongoing monitoring, observation using a checklist, and immediate performance feedback.

During coaching sessions MEC Coaching Specialists and Internal Coaches discuss student selection for service, track student progress for data-based

decisions, and observe Interventionists administering assessments and delivering interventions. The observations allow coaches to build on an Interventionist's formal training and to improve implementation of the Reading Corps model.

Coaches are expected to observe Interventionists administering each assessment throughout the year to ensure seasonal benchmark data are collected accurately. These observations usually occur before each seasonal benchmark window. Coaches are also expected to observe

Interventionists delivering interventions at least once per month to ensure fidelity to each intervention's effective instructional processes.

Table 3 displays the percent of Coaching Specialists and Internal Coaches who observed Interventionists administering assessments and delivering interventions at least one time during the school year noting also the percentage of coaches who met the

program's expectation for observations throughout the school year. Coaching Specialists observed all Interventionists at least once and provided observations throughout the year to most Interventionists. Internal Coaches provided less frequent observations, suggesting it was perhaps more difficult for school staff to provide ongoing coaching support for their Interventionists.

Table 3. Assessment and Intervention Coaching Observations by Coach Role

Observation Type	Coaching Specialist		Internal Coach	
	Percent of Interventionists Observed at Least Once	Percent of Interventionists Observed in Accordance with Expectations*	Percent of Interventionists Observed at Least Once	Percent of Interventionists Observed in Accordance with Expectations*
Assessment	100%	86.9%	79.4%	39.3%
Intervention	100%	86.0%	90.7%	76.6%

*Note: Table includes Interventionists that served for a minimum of two months.
Coaches are expected to conduct assessment observations before each benchmark window and intervention observations each month.

Interventionist Fidelity

Coaches complete a fidelity checklist for each assessment or intervention they observe. Each checklist lists the important steps for accurately completion such as starting the timer immediately when child says the first word or letter during an assessment or the Interventionist using appropriate pacing during a reading fluency intervention.

After completing each assessment or intervention fidelity observation, coaches enter the number of checklist items that the Interventionist delivered correctly into the online Reading Corps Data Management System. The percent

fidelity is then calculated by dividing the number of items delivered correctly by the total number of items.

If Interventionists do not properly administer an assessment, coaches will provide targeted training and observe the Interventionist delivering the assessment again. Ongoing observation and coaching continue until the Interventionist achieves at least 90% accuracy. This process helps to ensure assessment data are properly collected and that the results accurately measure each student's literacy skills. Table 4 displays the total number of fidelity checks completed and the average fidelity from assessment and intervention observations.

Table 4. Assessment and Intervention Fidelity

Fidelity Type	Total Checks Collected	Average Fidelity
Assessment	2,105	98.2%
Intervention	1,783	97.0%
Total	3,888	97.6%

For each Interventionist, all observations are combined to calculate their overall

assessment and intervention fidelity. An Interventionist's average fidelity can vary throughout the year, with lower scores being more common at the beginning of the year. Figure 5 shows the distribution of Interventionists by their average fidelity. Fidelity tends to be very high for nearly all Interventionists, suggesting training and coaching is effective for Interventionists to implement the program accurately.

Figure 5. Distribution of Interventionists by Assessment and Intervention Fidelity Range

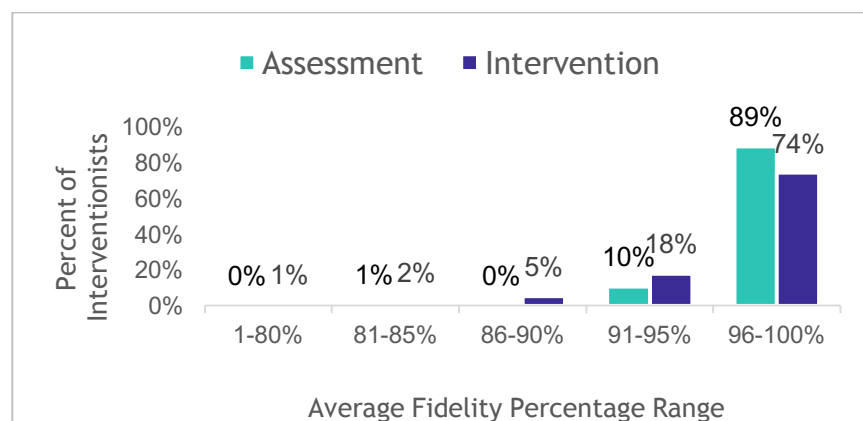
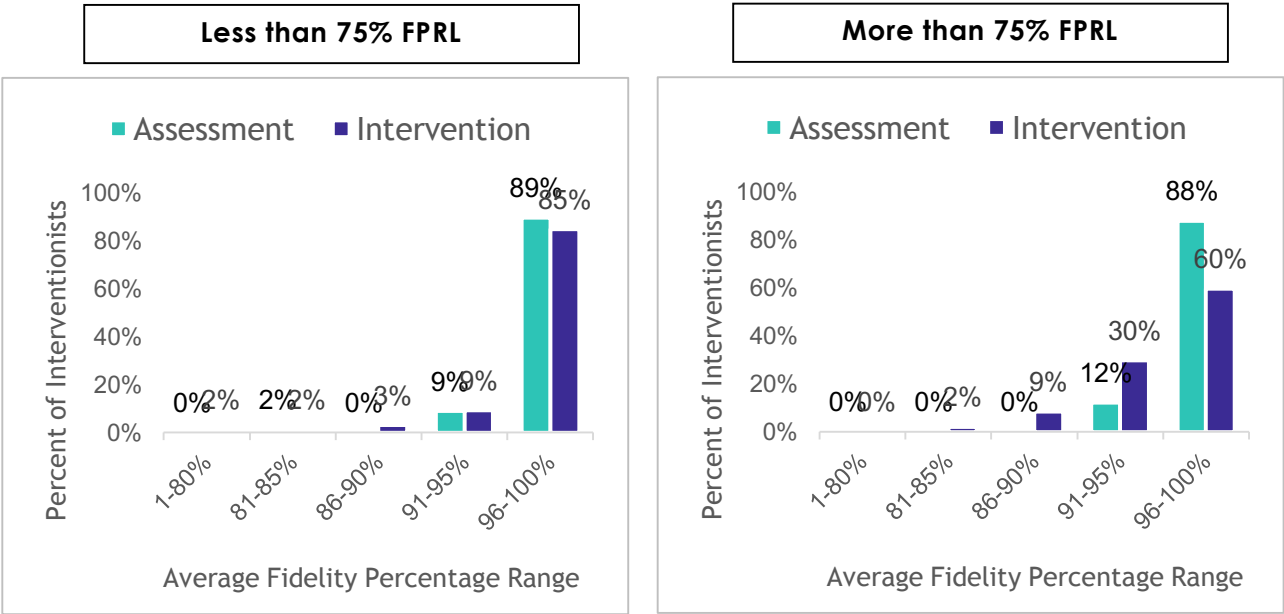


Figure 6 also shows the distribution of Interventionists by their assessment and intervention average fidelity, but the data are disaggregated between Interventionists at schools where 75% or fewer students are eligible for the FRPL program and Interventionists at schools with 76% or more students eligible. Assessment data appears to be

implemented with similarly high levels of fidelity at both types of schools. However, the intervention fidelity data is lower at schools with a high percentage of students eligible for the FRPL program, indicating Interventionists at these schools may need greater support delivering interventions in this context.

Figure 6. Distribution of Interventionist Fidelity at Schools with Less Than or More Than 75% of Students Eligible for FRPL



Interventionist Caseloads

Coaches work with Interventionists to determine which students they will serve based on student eligibility, teacher recommendations, other services offered at the school, and general school priorities for students to serve.

Table 5 shows the average number of students served per Interventionist based on their minimum caseload expectation. The last column of the table shows the percentage of Interventionists who met

or exceeded their caseload expectations for at least 80% of the weeks they served in the program. Interventionists with a caseload goal of 10 were generally able to meet this expectation. However, less than half of Interventionists with a caseload target of 15 met this expectation 80% of the time, highlighting a potential opportunity for the program to serve more students by ensuring Interventionists have full caseloads.

Table 5. Interventionist Caseloads

Minimum Caseload Expectation	Number of Interventionists	Average Total Students Served per Interventionist	Percentage of Interventionists Meeting Caseload Expectation
10 students	25	13.6	84%
15 students	90	18.0	46%

Student Dosage

Interventionists work with students on their caseload every day for 20 minutes. Most tutoring is completed one-to-one,

but a subset of interventions can be delivered in groups of two students. Interventionists record the daily minutes each student receives in the online

Reading Corps Data Management System. Table 6 shows the total number of Intervention sessions and the average number of sessions, weeks, and minutes per week students received in each grade. The table also disaggregates the data for white and non-white students.

Students received a substantial number of Intervention sessions with over an hour of Intervention each week across multiple months. White students tended to receive both more Intervention sessions and more minutes of Intervention per week.

Table 6. Intervention Dosage by Grade and Race

	Students Tutored	Total Intervention Sessions	Average Intervention Sessions /Student	Average Intervention Weeks/ Student	Average Intervention Minutes per Week/Student
Grade K	161	6,436	40.0	12.3	62.2
White	62	2,624	42.3	13.2	62.1
Non-White	83	3,354	40.4	12.1	62.8
Grade 1	600	34,803	58.0	17.5	65.1
White	263	16,634	63.2	18.9	66.3
Non-White	268	14,441	53.9	16.5	63.6
Grade 2	597	34,949	58.5	17.9	64.2
White	243	15,624	64.3	19.2	66.3
Non-White	298	16,075	53.9	17.0	61.7
Grade 3	535	28,936	54.1	17.2	61.7
White	152	10,069	66.2	19.8	66.0
Non-White	327	16,550	50.6	16.5	59.6
Total	1,893	105,124	55.5	17.1	63.7
White	720	44,951	62.4	18.7	66.0
Non-White	976	50,420	51.7	16.3	61.6

Note: The subtotals do not equal the totals as they exclude students with an Unknown race/ethnicity in the program database.

In addition to recording the number of intervention minutes, Interventionists also record the reason a scheduled session was not delivered using one of the following: student absence from school, Interventionist absence from school, Interventionist receiving training, Interventionist administering an assessment to the student instead of delivering an intervention, or other for any reason not provided. Table 7 displays the percentage of days

Intervention sessions were delivered along with the rate of each missed Intervention session reason. The table also disaggregates the data for white and non-white students. Student and Interventionist absences were the most common reasons for missed sessions. White students had a greater percentage of sessions delivered than non-white students, with student absences being the most substantial difference between the two groups.

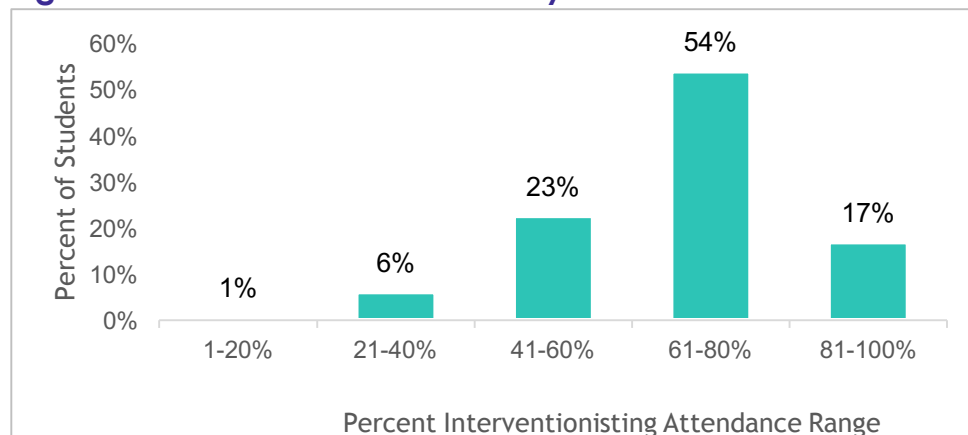
Table 7. Interventionist Attendance by Grade and Race

	Session Attended	Interventionist Absent	Student Absent	Assessing Student	Interventionist Training	Other
Grade K	66%	15%	9%	0%	2%	7%
White	65%	17%	8%	0%	3%	7%
Non-White	68%	15%	9%	0%	2%	6%
Grade 1	68%	13%	10%	1%	1%	6%
White	70%	13%	8%	1%	2%	6%
Non-White	66%	14%	11%	1%	2%	7%
Grade 2	66%	12%	11%	1%	2%	8%
White	70%	11%	8%	1%	2%	7%
Non-White	63%	12%	14%	1%	2%	9%
Grade 3	65%	12%	11%	1%	1%	10%
White	72%	11%	8%	1%	1%	7%
Non-White	63%	12%	12%	1%	1%	11%
Total	67%	13%	10%	1%	2%	8%
White	70%	12%	8%	1%	2%	7%
Non-White	64%	13%	12%	1%	2%	9%

Reading Corps tracks Intervention attendance for each student throughout the school year using a 'percent Intervention' metric. A student's 'percent Intervention' is equal to the number of Intervention sessions delivered divided by the number of days Intervention was scheduled to happen (i.e. the metric ignores days there is not school). An Interventionist's percent Intervention is tracked by combining all individual student's percent Intervention time into an Interventionist average.

Reading Corps strives for each student and Interventionist to achieve at least 80% of scheduled intervention sessions & minutes. Interventionists falling below this target are provided extra support to improve the frequency of Intervention delivery wherever possible. Figure 7 displays the distribution of students by their 'percent Intervention' range. The majority of students received Intervention between 61-80% of their scheduled days, indicating a growth opportunity for the program.

Figure 7. Distribution of Students by 'Percent Intervention' Range



3. To what extent did participating students improve their literacy skills?

Measures of Elementary Literacy

Data for literacy outcomes are reported from student performance on measures of early literacy that are designed for students in Kindergarten through grade 3. The measures assess phonics skills (i.e., knowing sounds and simple word-level phonetic relationships) and reading fluency skills (i.e., how well the student reads connected text). The specific measures are listed below (see Appendix B for the research base):

- Letter Sounds
- Nonsense Words (English)
- CBMreading

The measures are administered by Reading Corps Interventionists at each screening period or “benchmark window” (fall, winter, and spring). Interventionists assess students who were previously tutored by Reading Corps and students identified by classroom teachers as potential candidates for intervention. Benchmark scores are compared to seasonal grade level targets that predict future grade level reading success. Students who score below target are eligible to receive Reading Corps Intervention (see Appendix A for more information).

The literacy assessments are also used to progress monitor students while they are receiving Intervention. Interventionists progress monitor each student one time

per week and track their progress toward the proficiency targets. Students’ weekly scores are used by coaches to determine if students have made enough progress to “exit” the program and no longer receive Intervention.

Student Reading Growth

A student’s weekly progress monitoring score allows the program to measure their reading growth while receiving Intervention. This growth can be compared to “target growth,” the amount of weekly growth a student who is on target in the fall would need to maintain throughout the year to remain on target in the spring. Students who are eligible for Reading Corps need growth rates *above* target growth if they are going to meet future grade level targets. In other words, these students need to make *more than* a year’s worth of growth if they are going to “catch up” and close their individual achievement gap.

Table 8 displays the number and percentage of students with above target growth for each grade and measure. Of all students tutored, 69% were catching up to their grade level targets, with Kindergarten and Grade 3 having the highest percentage of students above target growth.

Table 8. Student Growth

	Grade K	Grade 1	Grade 1*	Grade 2	Grade 3	Total***
	Test of Letter Sounds	Test of Nonsense Words (Eng.)	CBMreading			
Number of Students**	123	398	465	521	465	1642
Number of Students Above Target Growth	107	241	219	296	355	1126
Percentage of Students Above Target Growth	87.0%	60.6%	47.1%	56.8%	76.3%	68.6%

* Students in this group may have also participated in Grade 1 Test of Nonsense Words (Eng.).

** Students must have at least 6 progress monitoring data points to be included in the growth rate calculations.

*** Students counted in both the Grade 1 Test of Nonsense Words (Eng) and Grade 1 CBMreading columns are counted in the total number of students one time and in the number of students above target total if they exceeded the target on at least one of the two measures.

Figure 8 disaggregates the above student outcome data into non-white and white students to better understand program impact across key demographic considerations. Across all five grades and measures, a greater percentage of white students exceeded target growth compared to non-white students. The differences between the two groups ranged from 3 percentage points to 16 percentage points. Similarly, Figure 9 disaggregates student outcome data by the school level percentage of students eligible for the free-reduced price lunch program. Students at schools with the greatest percentage of students eligible for the FRPL program had a lower percentage for exceeding

target growth than students at schools with the lowest percentage of students eligible for the FRPL program. However, for two of the five measures, students at schools in the medium risk percentage (51-75% of students eligible for FRPL program) had the greatest percentage of students exceeding target growth. Rigorous comparative research shows that students from various backgrounds make marked improvements during Reading Corps intervention, as compared to randomly identified peers who do not access the program;⁴ but, Figure 8 and Figure 9 highlight a need to ensure students across demographic backgrounds benefit to the greatest possible extent.

⁴ Markovitz et al., 2014, 2018, 2018

Figure 8. Percentage of Students Above Target Growth, By Race

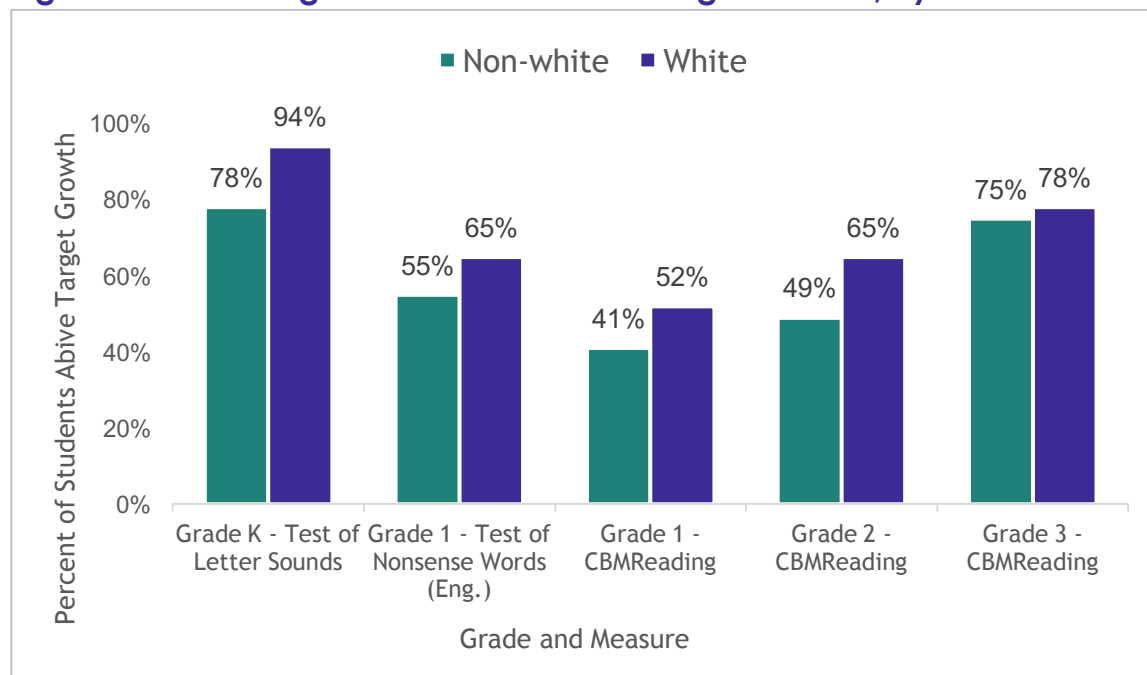
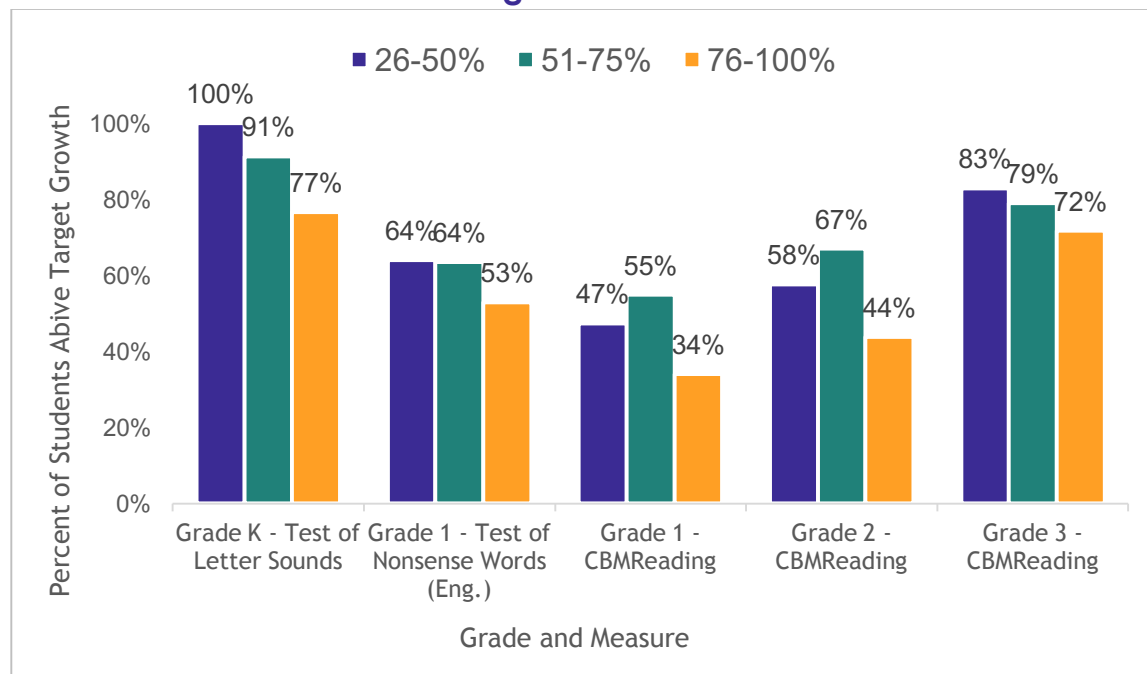


Figure 9. Percentage of Students Above Target Growth, By School Free-Reduced Price Lunch Percentage



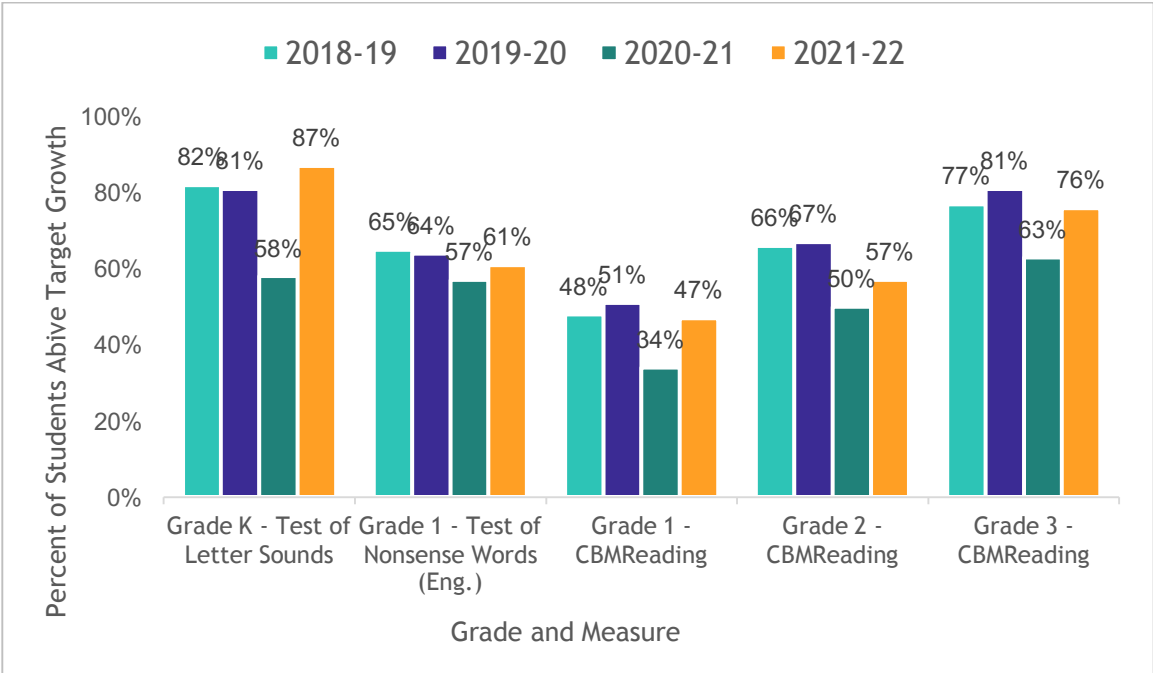
Comparing the percentage of students exceeding target growth across program years is an effective way to

track overall program effectiveness and identify potential needs for program improvement. Figure 10 displays the

percentage of students above target growth for the past four school years. In all five measures, the percentage of students exceeding target growth in

2021-22 was greater than in 2020-2021, suggesting a considerable and positive 'rebound effect' following the dramatic impact of COVID-19 pandemic.

Figure 10. Percentage of Students Above Target Growth, by Year



Note: Use caution when comparing outcome data across years as the program was significantly disrupted by the COVID-19 pandemic.

Student Performance After Intervention

Students who consistently meet grade level targets during Intervention graduate or “exit” from the program, allowing another eligible student at the school to receive Intervention. MEC Reading Corps continues to assess exited students both weekly and at benchmark windows to track the maintenance of their skills and determine if students would benefit from resuming Intervention.

Table 9 displays the percentage of students who exit MEC Reading Corps

program by meeting grade level targets who then later meet the spring benchmark near the end of the school year (see Appendix A for more information on the Reading Corps targets). In total, about 71% of students who exited the program also met the spring benchmark target score. Kindergarten and grade 1 had the highest percentage of students who exited and later met the spring benchmark.

Table 9. End-of-Year Performance of Exited Students

Grade	Number of Students	Number Exited*	Exited and Have a Spring Benchmark	Exited and Met Spring Benchmark	Percentage Exited and Met Spring Benchmark
Kindergarten	161	44	44	37	84.1%
Grade 1	600	67	59	45	76.3%
Grade 2	597	79	69	48	69.6%
Grade 3	535	93	78	48	61.5%
Total	1,893	283	250	178	71.2%

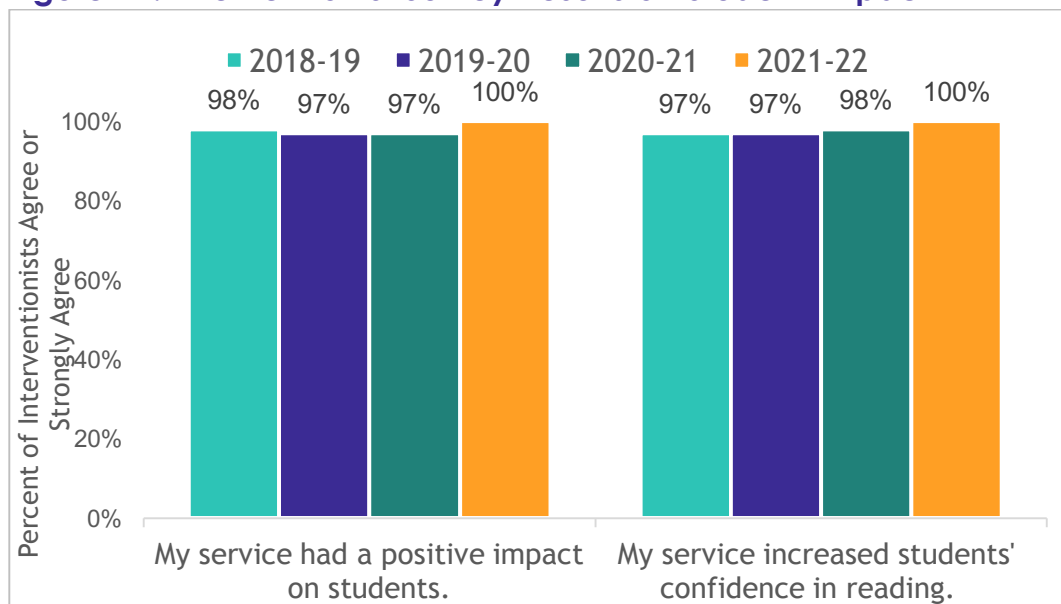
* "Exited" indicates student progress was at or above expected grade-level trajectories for skill improvement. Reading Corps defines at or above grade-level trajectory as having 3-5 consecutive weekly points above a target growth line plus 2 points above an upcoming seasonal benchmark target score.

Interventionist Perception of Student Performance

In the spring of each program year, Reading Corps evaluators distribute an online survey to Interventionists. The survey asks a wide-range of questions regarding their service in Reading Corps and potential impact of the program. Figure 11 displays the percentage of MEC Reading Corps Interventionists who indicated they agreed or strongly agreed that their service in Reading Corps had a positive impact on students and increased students' confidence in

reading. The results from these survey questions are presented for each of the previous four program years.

The survey results are notably positive with 100% of respondents in 2021-22 indicating their service in MEC Reading Corps had a positive impact on students and increased students' confidence in reading. The positive results are stable across the past four years, indicating a consistent record of MEC Reading Corps Interventionists noting a positive impact resulting from their daily support on students.

Figure 11. Interventionist Survey Results on Student Impact

4. How did serving as an MEC Interventionist impact skills and knowledge related to education and future career goals?

While supporting student literacy growth is the primary goal for the program, Reading Corps also strives to provide Interventionists with an overall positive experience and prepare them for any future career they might pursue, especially careers in the education field. The annual survey addresses this by asking Interventionists a series of questions on their experience in Reading Corps and the impact the program had on them, their students, and their school. Survey results are used to evaluate the program's impact on the Interventionists themselves and their future goals.

Service Experience

A common practice in surveys is to ask the respondent if they would

recommend the program to others, as one's willingness or unwillingness to recommend encompasses the overall experience of serving in Reading Corps. Figure 12 shows that 95% of Interventionists would recommend serving as a member of Reading Corps, with the vast majority of these respondents indicating they strongly agree. These results highlight the highly positive experience Interventionists had serving in the Reading Corps.

The survey also asked Interventionists if serving in Reading Corps had a positive impact on them personally. Figure 13 shows that 95% of Interventionists agree or strongly agree service had a positive impact on them, demonstrating the positive personal impact of serving.

Fig. 12. Interventionist Satisfaction

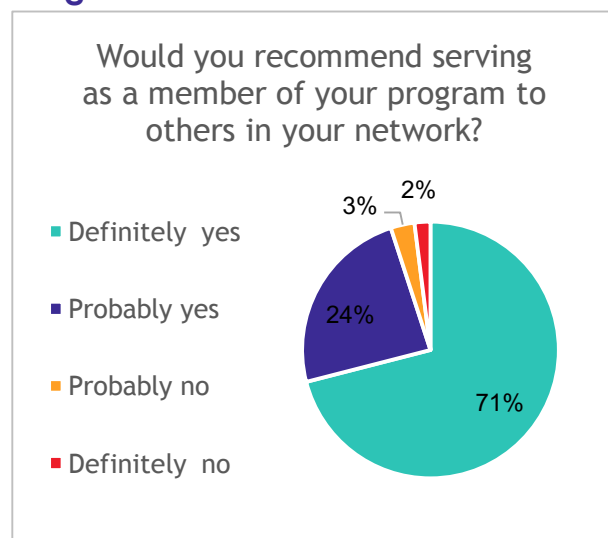
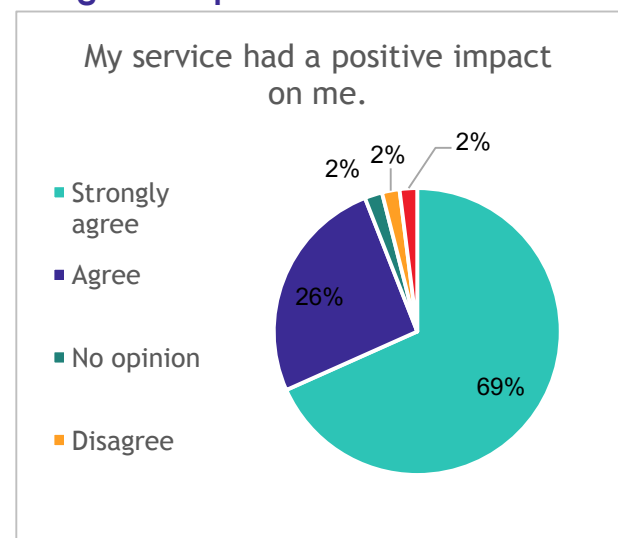


Fig. 13. Impact on Interventionists



Figures 14 and 15 disaggregate the two above questions by Interventionist race. While nearly all Interventionists of both groups were generally positive about recommending the program to others and service having a positive impact on them personally, White Interventionists

were more likely than Black or African American Interventionists to respond in a strongly positive way. The program may want to investigate potential reasons for Black or African American Interventionists having a less positive experience with the program.

Figure 14. Interventionist Satisfaction by Race

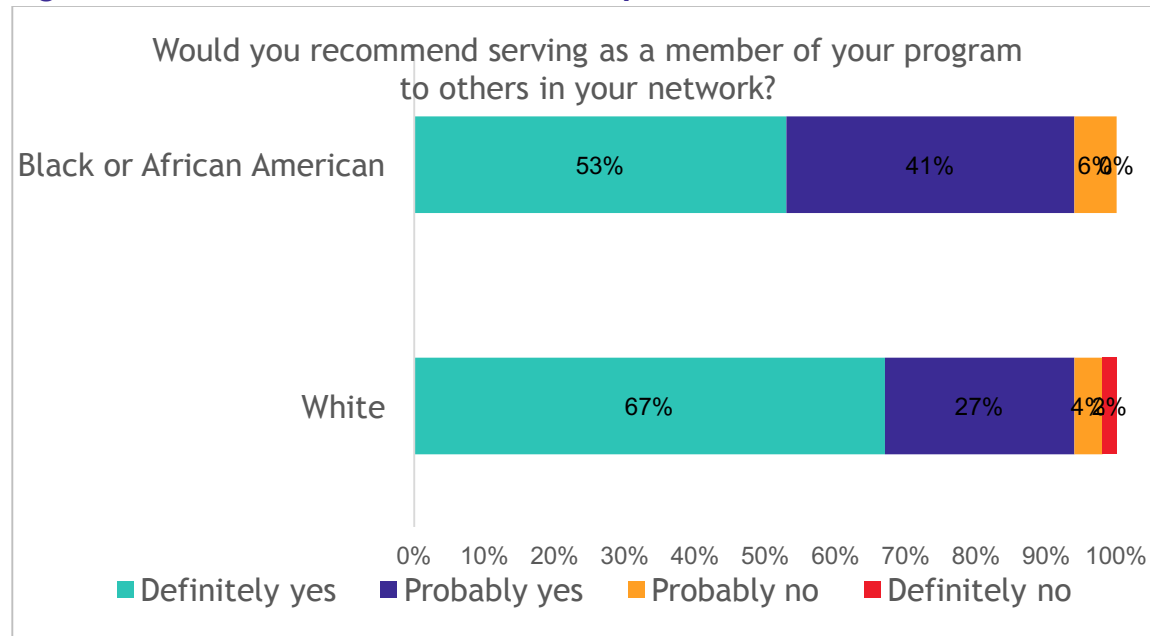
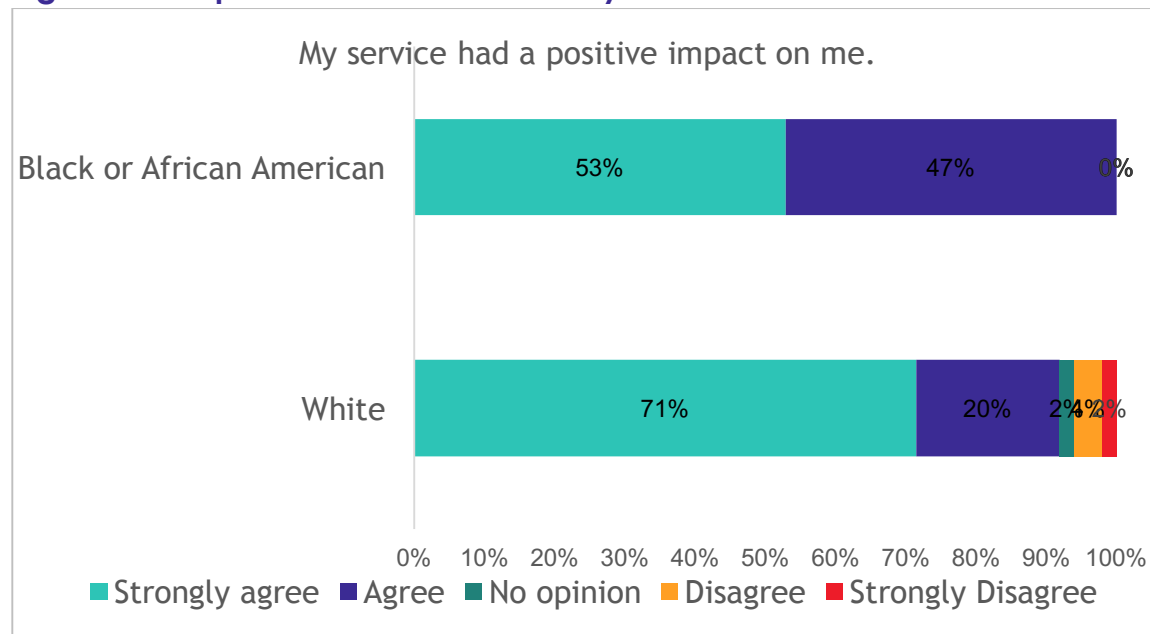


Figure 15. Impact on Interventionist by Race



Skill Development and Future Careers

Reading Corps strives to support Interventionist professional development through the training, coaching, service experience, and other professional development support provided by the program. In particular, Reading Corps aims to increase the teacher and school staff pipeline in communities through its Interventionists pursuing careers in education after their service. To evaluate these outcomes in the short term, the spring survey asked MEC Reading Corps Interventionists questions related to their increased knowledge and skills, and potential plans to pursue a career in education.

Figure 16 shows that 96% of respondents agree or strongly agree that their service increased their knowledge and skills related to education, demonstrating the program is having a positive impact on Interventionists in this area. Figure 17 displays Interventionist responses related to the likelihood they will pursue a career in education as a result of their service in Reading Corps. 32% of respondents answered that they are very likely to pursue a career in education as a result of their service and 24% responded that they are likely to do so. These results indicate Reading Corps likely makes a noteworthy contribution to the education career pipeline in the communities where Interventionists serve.

Figure 16. Interventionist Increased Knowledge and Skills

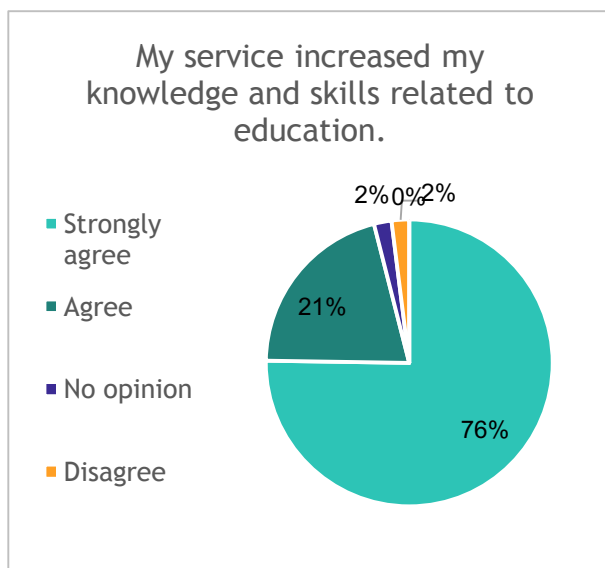
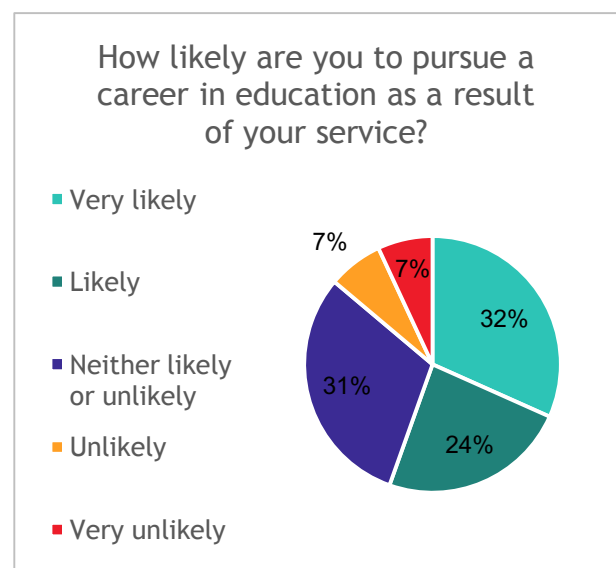


Figure 17. Interventionists Pursuing Careers in Education



Figures 18 and 19 disaggregate the two above questions by Interventionist race. Nearly all Interventionists of both groups agreed or strongly agreed their service increased their knowledge and skills related to education. A similar percentage of Black or African and

White Interventionists indicated they were likely or very likely to pursue a career in education as a result of their service, a slightly greater percentage of White Interventionists responded that they were very likely to pursue a career in education.

Figure 18. Interventionist Increased Knowledge and Skills by Race

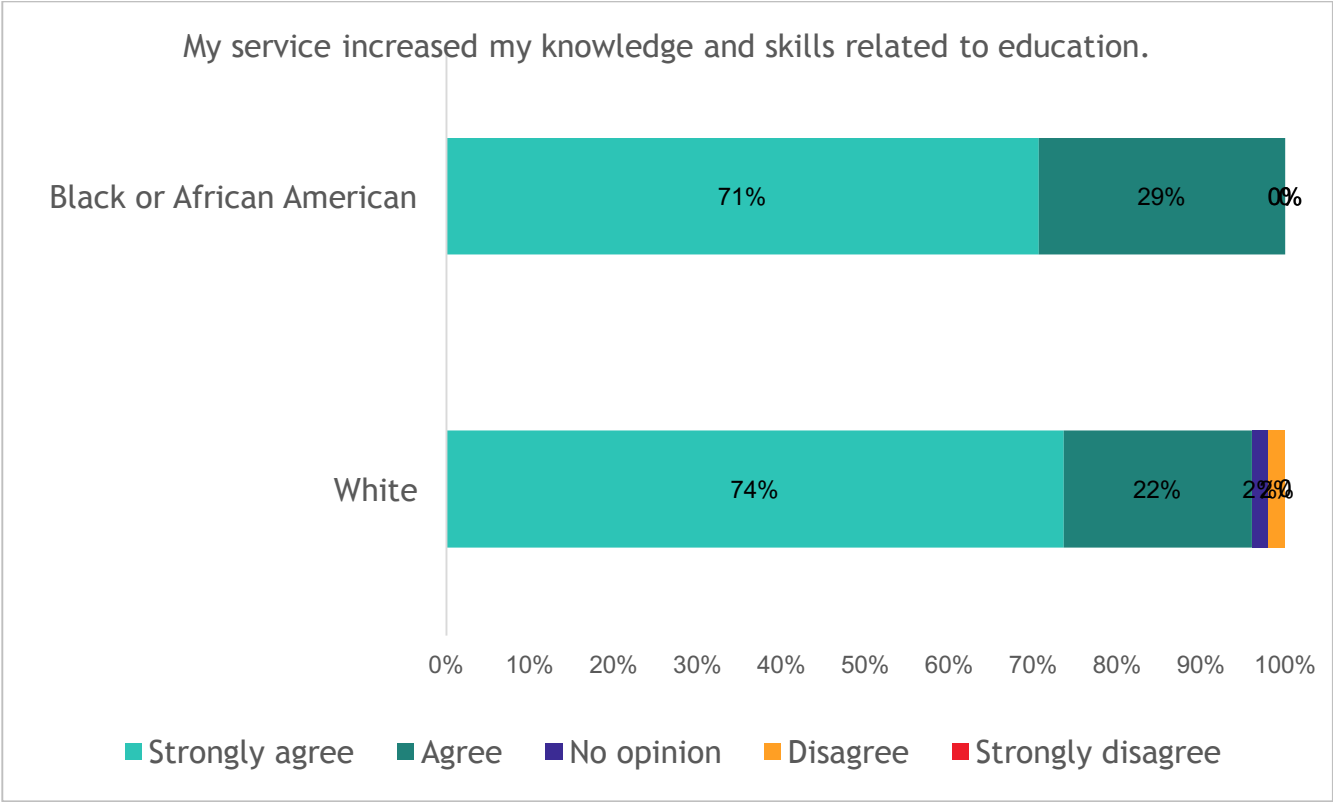
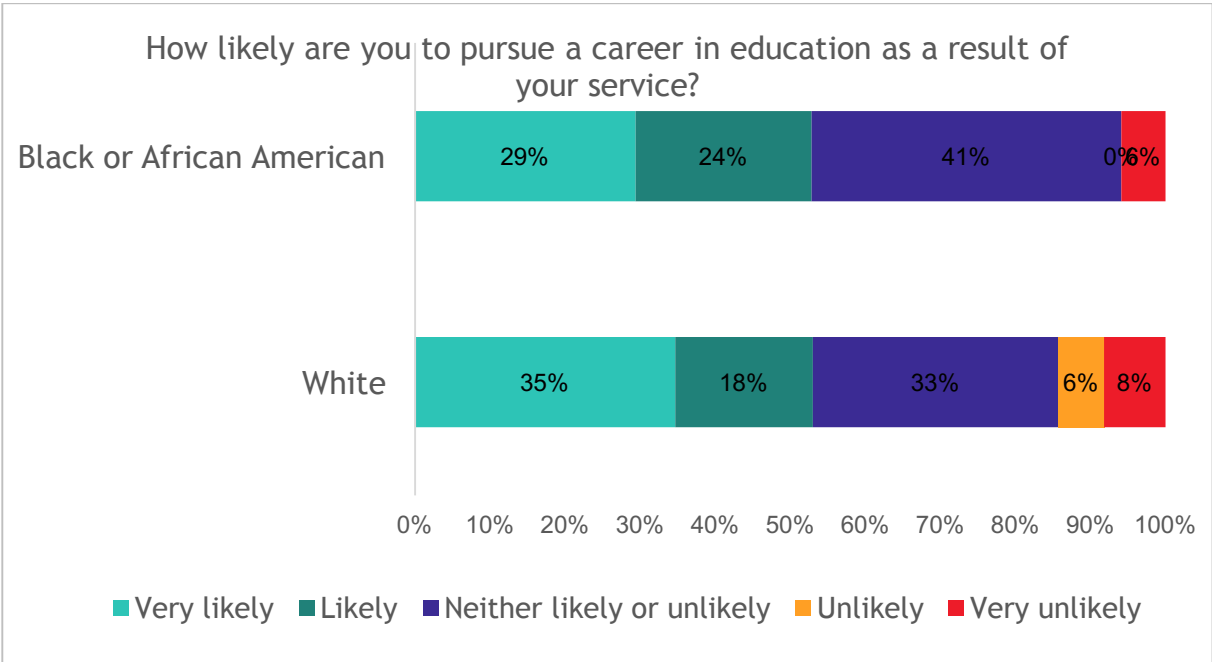


Figure 19. Interventionists Pursuing Careers in Education by Race



5. MEC will work with participating schools to include aggregate program data in the school improvement planning process and applicable data sets.

MEC staff have worked closely with a variety of stakeholders to develop specific guidance for schools on how to include Reading Corps in their annual School Improvement Plans. These stakeholders included ISD School Improvement Consultants, the Michigan Department of Education, and building administrators. Guidance is provided to every school and updated regularly. MEC will continue to revise and share guidance with participating schools to support Reading Corps documentation in partner schools' School Improvement Plans, and that Reading Corps data are used in the school improvement planning process. The MEC Executive Director will meet with the KISD Continuous Improvement Consultant in fall of 2022 to begin revising/updating guidance for schools for their 2023-2024 SIPs.

6. MEC will work with participating schools to include MEC program data in the school's multi-tiered system of supports (MTSS) implementation and monitoring data sets; and, 7. MEC program staff will work with school districts, intermediate school districts, and MDE staff to refine the role of the MEC program within overall MTSS processes.

To respond to these, MEC used three information sources: survey results, the School Improvement Plan Guidance, and the number of opportunities MEC staff had meetings or discussions with stakeholders specific to the role of MEC within overall MTSS processes.

Survey Results

The most direct assessment of this outcome is through the annual survey. The annual survey is sent electronically to all school Principals/Administrators, Internal Coaches, and Classroom Teachers who have students who participated in Reading Corps. The survey includes specific statements asking the degree to which these stakeholders agree Reading Corps is an integral part of the school's multi-tier system of supports. Responses are on a Likert scale of Strongly Disagree, Disagree, Neutral, Agree or Strongly Agree.

Question 1: Our school uses Reading Corps data to inform and monitor our multi-tier system of supports (MTSS) implementation for reading and/or math.

Of Administrators who responded, 80% strongly agreed or agreed with this statement. Of Teachers who responded, 87% strongly agreed or agreed with this statement. Of Internal Coaches who responded, 82% strongly agreed or agreed with this statement.

Question 2: Reading Corps is integrated into our MTSS for literacy/math at my school.

Of Administrators, 71% strongly agreed or agreed that Reading Corps is an integral part of their school's MTSS framework. Of Teachers, 79% strongly agreed or agreed that Reading Corps is an integral part of their school's MTSS framework. Of Internal Coaches, 78% strongly agreed or agreed that Reading Corps is an integral part of their school's MTSS framework

We are quite pleased to see that Administrators, Internal Coaches, and Teachers are well-aligned in their responses to both items. This shows that efforts to cascade communication about MEC programming and student progress from Administrators and

Internal Coaches to Teachers has had success. We do note this will be a place for on-going work to continue ensuring shared understanding across school staff, particularly teachers, of how Reading Corps is explicitly part of a school's overall MTSS framework.

Interestingly, there appears to be a discrepancy between using the data to inform and monitor aspects of MTSS implementation – presumably tier 2 intervention effectiveness – and Reading Corps being fully integrated into a school's total MTSS framework. For all respondents there was a decrease in agreement with these statements. MEC staff will need to continue working with partner sites to ensure there is clear, shared understanding on what a comprehensive definition of MTSS implementation fully entails in which data use is a necessary but not sufficient for full MTSS implementation.

School Improvement Plan Guidance

Please see response on page 28.

Coaching Sessions & Other Touchpoints

There are numerous touchpoints with multiple stakeholders throughout the program year. The individuals involved vary based on the purpose for the meeting; however, the majority of conversations center around student outcomes, Reading Corps fidelity, and how Reading Corps is being integrated in a school's overall MTSS literacy framework. For example, Coaching Specialists and Internal Coaches meet with MEC Interventionists monthly to review each Reading Corps progress monitoring graph. They identify strengths and concerns, analyze the reasons for success or lack thereof, develop a plan (may include maintaining the intervention, making an intervention change, or adding an additional intervention), discuss fidelity data, and determine a timeline for next steps. This process is referred to as problem-solving. Further, coaches discuss the impact of core literacy instruction on new, exiting, and returning students, and which students will be referred for more intensive intervention. Coaches also discuss factors impacting Reading Corps progress such as attendance and behavior, which may require different, additional intervention.

In 2017-2018, MEC Reading Corps program staff began providing summary progress reports specifically targeted to school Principals to better engage them in program effectiveness within their MTSS literacy frameworks: November, February, and April. The reports include program outcomes including Internal Coach involvement, and a SMART goal set in the fall by Coaching Specialists and Internal Coaches for on-going strengthening of program implementation. Most goals focus on conducting fidelity checks and increasing dosage.

All MEC staff have regularly scheduled, in-person visits to schools occurring multiple times throughout the school year. As a result, there is usually an MEC staff person at the school site at least 1-2 times per month in addition to the Coaching Specialist. Depending on the purpose of the visit, staff connect with the Administrator, the Internal Coach, and tutors. They often observe tutoring.

All tutors are required to have a mid-year evaluation conducted by the AmeriCorps Program Director or Program Coordinator. This person not only collects detailed survey information from Internal Coaches and Tutors, but, includes a lengthy in-person site visit to review the information and discuss any concerns.

MEC Reading Corps staff are frequently asked to present to administrative teams, ISDs, and other large audiences who are not current partners but are interested in implementing Reading Corps. Its emphasized that Reading Corps is a tier 2 intervention, meets the definition of an evidence-based intervention, meets the requirements for intervention in the MI Third Grade Reading Law (HB 4822), and support the implementation of GELN Essential Instructional Practices in Early Literacy: Grades K-3, and Essential School-wide and Center-wide Practices in Literacy. By starting the conversation of partnership with schools early and emphasizing what Reading Corps does and does not do (e.g., tier 3), we significantly increase the likelihood of fidelity and effective integration of Reading Corps into schools' MTSS frameworks.

"Reading Corps is a key intervention for students with an IRIP and other Tier2 identified readers. The consistency and fidelity is top notch!" – Building Principal

8. MEC will provide a statement of work, which includes a timeline of the project, and budget summary, and a budget detail for progress monitoring and continuous improvement of program implementation.

This information was provided to Kellie Flaminio, Department Analyst/Early Literacy Grant Coordinator, Office of Educational Supports, on September 18, 2022.

9. MEC will provide trainings for newly identified schools as the programs expand.

Please see Appendix D for a 2021-2022 calendar of MEC Trainings for all participating schools.

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Appendix A: Assessment Measures and Procedures

The following table depicts which measures are used at each grade across the school year. **BOLDED** measures are used to progress monitor (Grade 1 students are monitored for progress with two measures during part of the winter).

Assessment Measures by Grade and Benchmark Season

Grade	Fall	Winter	Spring
Kindergarten	Test of Letter Sounds	Test of Letter Sounds Test of Nonsense Words (English)	Test of Letter Sounds Test of Nonsense Words (English)
Grade 1	Test of Letter Sounds Test of Nonsense Words (English)	Test of Nonsense Words (English) CBMreading (3 passages)	CBMreading (3 passages)
Grade 2	CBMreading (3 passages)	CBMreading (3 passages)	CBMreading (3 passages)
Grade 3	CBMreading (3 passages)	CBMreading (3 passages)	CBMreading (3 passages)

For each eligibility assessment, a target score was identified as the goal for the beginning, middle, and end of the school year. The original Reading Corps target scores using AIMSweb brand passages were based on research conducted at the St. Croix River Education District in Minnesota, which documented the predictive and concurrent validity of these measures with the state reading proficiency assessment. As a result of the strong correlations between performance on the selected AIMSweb fluency measures and the statewide reading assessment, a series of cut scores were originally identified. These original benchmark scores, or target scores, defined levels of performance on the fluency measures that strongly predict future success on the grade 3 statewide reading assessment.

In the 2013-2014 school year, Reading Corps starting using FAST brand passages. With increased performance expectations for 3rd grade students on state accountability tests across the country, the target scores were updated in 2014-2015 to reflect performance that predicts proficient state test performance.

The table below specifies assessments given at each grade level and the FAST benchmark scores for each assessment during several points throughout the school year that maintain their predictive nature with reading proficiency targets that correspond to college readiness.

Benchmark Targets by Grade and Season

Grade	Measure	Fall Aug. 8-Sept. 24	Winter Jan. 1-28	Spring Apr. 25-May 27
Kindergarten	Test of Letter Sounds	8	27	48
Grade 1	Test of Nonsense Words (English)	36	63	
Grade 1	CBMreading		52	82
Grade 2	CBMreading	63	97	116
Grade 3	CBMreading	100	122	135

The target scores for each assessment grow across years from Kindergarten to Grade 3, which results in benchmarks for reading performance that students should maintain in order to predict future reading success. Within a single year, these benchmarks are used to establish the rates of growth at which a student should grow to maintain that likelihood of success. For example, the fall Grade 2 target score is 63 on CBMreading. The spring Grade 2 target score on this measure is 116. To grow from 63 to 116 in one academic year, a student would need to gain 1.61 words correct per minute per week on the CBMreading assessment. Thus, 1.61 words growth per week becomes the expectation for Grade 2 growth rates.

Appendix B: Assessment Research Base

Assessment tools were selected for use in Reading Corps because of their well-established statistical reliability and validity for screening and progress monitoring purposes. The Test of Letter Sounds, Test of Nonsense Words, and Curriculum-based Measures for Reading (CBMreading) are measures of early literacy skills that have been supported by decades of thorough research, most recently as part of the Formative Assessment System for Teachers (FAST). Reading Corps uses measures from FAST, which are some of the strongest available measures for assessing the skills targeted by Reading Corps. CBMreading provides an assessment of connected text reading. Early and ongoing research on this measure has also been conducted at the University of Minnesota. All these measures fit under the umbrella of "Curriculum-Based Measurement (CBM)" and are fluency-based assessments, meaning that students respond to an unlimited number of items within a fixed amount of time and the number of correct responses is counted.

The information that follows summarizes empirical findings related to the statistical reliability and validity of the measures used in Reading Corps.

Test of Letter Sounds:

- $r = .83$ 2-week test-retest reliability
- $r = .80$ alternate form reliability
- $r = .79$ with Letter Naming Fluency
- Predictive $r = .72$ with R-CBM

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Test of Nonsense Words:

- $r = .83$ one month alternate form reliability
- $r = .36$ to $.59$ with WJ-R Readiness Cluster
- Predictive $r = .82$ with Spring R-CBM in Spring of grade 1
- Predictive $r = .65$ with oral reading and $.54$ with maze in grade 3
- Ell Predictive $r = .63$ with a composite of DIBELS NWF and R-CBM

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Curriculum Based Measurement – Reading (CBMReading):

- $r = .92$ to $.97$ test retest reliability
- $r = .89$ to $.94$ alternate form reliability
- $r = .82$ to $.86$ with Gates-MacGinitie Reading Test
- $r = .83$ to Iowa Test of Basic Skills
- $r = .88$ to Stanford Achievement Test
- $r = .73$ to $.80$ to Colorado Student Assessment Program
- $r = .67$ to Michigan Student Assessment Program
- $r = .73$ to North Carolina Student Assessment Program
- $r = .74$ to Arizona Student Assessment Program
- $r = .61$ to $.65$ to Ohio Proficiency Test, Reading Portion
- $r = .58$ to $.82$ with Oregon Student Assessment Program (SAT 10)

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Appendix C: Intervention Research Base

The interventions used in the Reading Corps program are designed to provide additional practice that is supplemental to the core reading instructional program offered by the local school site. The interventions target automaticity and fluency of important reading skills that have been introduced by local classroom teachers. It is important to note that *Reading Corps participation is in addition to, not in replacement of, a comprehensive core reading instructional program*, and that the Reading Corps program should in no way be viewed as a substitute for high quality core instruction.

A unique feature of Reading Corps is the consistent use of research-based intervention protocols with participating students to provide this additional support. School-based Internal Coaches select from a menu of research-based supplemental reading interventions for use with participating students as listed below. For each intervention protocol sources of empirical evidence for intervention effectiveness are listed.

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Appendix D: MEC Training Calendar 2021-2022

Trainings for MEC Reading Corps are indicated as "R3" and highlighted in pink. AmeriCorps events are attended by all MEC Interventionists program-wide.

WN	JULY							WN	AUGUST							WN	SEPTEMBER						
	S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S
26					1	2	3	31	1	2	3	4	5	6	7	35							4
27	4	5	6	7	8	9	10	32	8	9	10	11	12	13	14	36	5	6					11
28	11	12	13	14	15	16	17	33	15	R3 Institute 1					21	37	12	13					18
29	18	19	20	21	22	23	24	34	22	23	24	25	26	27	28	38	19	20	21	22	23	24	25
30	25	26	27	28	29	30	31	35	29	PreK & MC 1						39	26	27	28	29	30		
WN	OCTOBER							WN	NOVEMBER							WN	DECEMBER						
	S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S
39						1	2	44		1	2	3	4	5	6	48				1	2	3	4
40	3	4	5	6	7	8	9	45	7	PreK & MC Institute 3					13	49	5	6	7	8	9	10	11
41	10	11	12	13	14	15	16	46	14	15	16	17	18	19	20	50	12	13	14	15	16	17	18
42	17	18	19	20	21	22	23	47	21	22	23	24	25	26	27	51	19	20	21	22	23	24	25
43	24	R3 Institute 3					30	48	28	29	30					52	26	27	28	29	30	31	
44	31																						
WN	JANUARY							WN	FEBRUARY							WN	MARCH						
	S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S
52							1	5		1	2	3	4	5		9			1	2	3	4	5
1	2	R3 Institute 4					8	6	6	7	8	9	10	11	12	10	6	7	8	9	10	11	12
2	9	10	11	12	13	14	15	7	13	14	15	16	17	18	19	11	13	14	15	16	17	18	19
3	16	MC Institute 4					22	8	20	21	22	23	24	25	26	12	20	21	22	23	24	25	26
4	23	24	25	26	27	28	29	9	27	28						13	27	28	29	30	31		
5	30	31																					
WN	APRIL							WN	MAY							WN	JUNE						
	S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S
13					1	2		18	1	2	3	4	5	6	7	22				1	2	3	4
14	3	4	5	6	7	8	9	19	8	9	10	11	12	13	14	23	5	6	7	8	9	10	11
15	10	11	12	13	14	15	16	20	15	16	17	18	19	20	21	24	12	13	14	15	16	17	18
16	17	18	19	20	21	22	23	21	22	23	24	25	26	27	28	25	19	20	21	22	23	24	25
17	24	25	26	27	28	29	30	22	29	30	31					26	26	27	28	29	30		

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K3 LMS Release by number of weeks after institute					K3 Fundamental Dates					Fundamental 1 Programs Can't Be Together				
	5	8	11	14		1	2	3	4	Start Date->	Aug	Sep	Oct/Nov	Jan
Aug 16	9.20	10.11	11.1	11.22	Aug 16	10.15.21	12.10.21			K3	10.15.21	12.3.21	2.11.22	
Sep 7	10.11	11.1	11.22	12.13	Sep 7				3.18.22	PK	11.5.21	1.14.22	x	
Oct 25	11.29	12.20	1.10	1.31	Oct 25	12.3.21	4.8.22			MC	10.22.21	1.28.22	2.25.22	
Jan 3	2.7	2.28	3.21	4.11	Jan 3	2.11.22								
PK LMS Release by number of weeks after institute					PK Fundamental Dates					Fundamental 2 & 3 Programs Can Be Together				
	5	8	11	14		1	2	3	4	Start Date->	Aug	Sep	Oct/Nov	Jan
Aug 30	9.27	10.25	11.15	12.13	Aug 30	11.5.21	12.10.21			K3				
Sep 13	10.18	11.8	11.29	12.20	Sep 13				3.18.22	PK	12.10.21		4.8.22	
Nov 8	12.13	1.3	1.24	2.14	Nov 8	1.14.22	4.8.22			MC				
Math LMS Release by number of weeks after institute					Math Fundamental Dates					Fundamental 4 Programs Can Be Together				
	5	8	11	14		1	2	3	4	Start Date->	Aug	Sep	Oct/Nov	Jan
Aug 30	9.27	10.25	11.15	12.13	Aug 30	10.22.21	12.10.21			K3				
Sep 13	10.18	11.8	11.29	12.20	Sep 13				3.18.22	PK		3.18.22		
Nov 8	12.13	1.3	1.24	2.14	Nov 8	1.28.22	4.8.22			MC				
Jan 16	2.21	3.14	4.4	4.25	Jan 16	2.25.22								
AmeriCorps Events					AmeriCorps Events									
Sep 11	National Day of Service and Remembrance				Jan 17	Dr. Martin Luther King, Jr. Day of Service								
Oct 7	MEC Member Town Hall				Mar 3	MEC Member Town Hall								
Nov 18	Michigan's AC Member Celebration				Apr 29	Global Youth Service Day								
Dec 2	Michigan's AC LeaderCorps Orientation				May 20	Regional Russ Mawby Signature Service Projects								
Dec 30	MEC Member Town Hall				May 26	MEC Member Town Hall								
					Jun 4	End of MEC Service Year								