Guide to Partnering with

Reading CORPS

This Guide contains important information about being a host site with Reading Corps. Questions about Reading Corps should be directed to dana.sell@k12.nd.us

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Reading Corps Fact Sheet

What are Reading Corps services?

- Reading Corps tutors are trained to provide daily, twenty-minute sessions 1-on-1 or in pairs with Kindergarten through 3rd grade students.
- A staff person at the school ("site"), called an Internal Coach, completes Reading Corps training at the start of the school year and supports the tutors throughout the year. Tutors are intended to be fully integrated into the school community and Internal Coaches help with that integration. Tutors who feel like they are part of the school community tend to have greater satisfaction and are better positioned to help the students in the school.
- A literacy expert with Reading Corps, called a Reading Corps Coaching Specialist, supports the Internal Coach and tutors at the site.
- Tutors provide targeted reading skill practice, commonly called interventions, primarily in the areas of phonemic awareness, phonics, and fluency.
- Tutors are trained in 10 scripted reading interventions, along with additional content in equity and supporting social-emotional learning. Internal Coaches and Reading Corps 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 tutors (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 reading skill practice versus intensive reading instruction in longer daily sessions.
- Students receiving Title 1, special education, or English Language services are eligible on a case-by-case basis, as determined by the Internal Coach in collaboration with the Reading Corps Coaching Specialist.

Response to Intervention - Three Tier Model
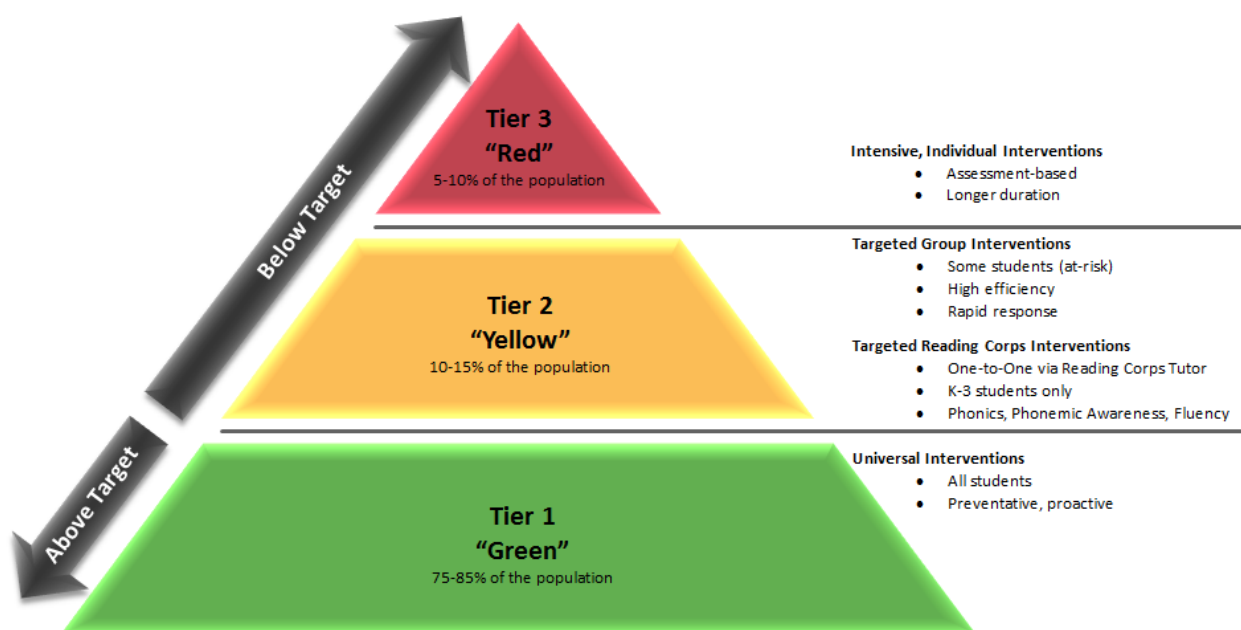
Reading Corps Fact Sheet (continued)

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

- Tutoring sessions occur outside of a student's teacher-led reading instruction time during the school day.
- Students participating in Reading Corps receive daily 20-minute sessions 5 days per week
- Tutor caseloads vary from one another depending on the number of hours the tutor is serving in a school day (varies from 8 to 16 students per day)

How long do students receive Reading Corps services?

- Students receive Reading Corps interventions as long as their individual data indicates they are in need of intervention services.
- Reading Corps tutors administer weekly 1-minute reading probes to students and create individual student graphs to illustrate student progress.

How often do Reading Corps tutors meet with their Coaches?

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

Who are Reading Corps tutors?

- Reading Corps tutors 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 tutors are individuals engaged in a commitment of service, during the school year, in meeting needs in their local communities through AmeriCorps and are commonly referred to as "members" or "tutors."
- Reading Corps tutors maintain a stable, regular schedule of hours at a site and are supervised by an Internal Coach at the site.
- Reading Corps tutors are not employees of the school nor are they paraprofessionals; they may not be used to supplant services provided by the site employees. Likewise, Reading Corps Tutors are not allowed to be assigned to lunchroom duty, playground supervision, etc.at the school
- Tutors receive a modest living allowance and earn hours of service toward an education award to pay educational expenses at qualified institutions of higher education or to repay qualified student loans.

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, meaning that students are given an unlimited opportunity to respond to items within a fixed amount of time, and the number of correct responses is counted.

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

What are the interventions used?

The interventions used by Reading Corps are each designed to provide additional practice that is supplemental to the core reading instruction provided by the site. The interventions share a common theme in that they focus on building foundational reading skills such as phonemic awareness, letter sound knowledge, decoding skills, and oral reading fluency (rate + accuracy + expression). Tutors are trained to deliver research-based supplemental reading interventions with participating students.

1. **Phoneme Blending:** The student builds the skill of blending individual phonemes (smallest individual units of sound of spoken language) into words.
2. **Phoneme Segmenting:** The student builds the skill of listening to words and breaking words into their individual phoneme segments.
3. **Letter Sound Correspondence:** The student builds the skill of associating the correct sounds with letters.
4. **Blending Words:** The student builds the skill of blending individual letter sounds into words.
5. **Newscaster Reading:** The student builds skills in reading fluency through extensive modeling by the tutor 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.
There are a few initial considerations:

- ❑ Does your school ("site") serve students in kindergarten, first, second, and/or third grade?

- ❑ Is there room in your school schedule for a tutor to work with a caseload of students in 20-minute blocks of time outside of core reading instruction time (8 to 11 students for tutors serving part of the school day to a minimum of 13 students for tutors serving 5 or more hours per day)?

- ❑ Is there support for research-based literacy interventions to occur during the school day outside of core instruction?

- ❑ Is there someone on your staff with the interest, capacity, and time to serve as the Internal Coach? **Please turn to the "Description of Internal Coach" in this document and review it.**

- ❑ How will the Internal Coach's schedule reflect time for Reading Corps duties (approx. 6-9 hours per tutor per month) plus training?
  - o How will you compensate the Internal Coach for the time completing required training?
  - o How will you compensate the Internal Coach for time spent on Reading Corps duties throughout the year?

Additional factors that are helpful to consider:

- ❑ What curriculum are you currently using, if applicable, and what assessments do you use and for what purpose?

- ❑ In which space(s) would tutoring occur?

- ❑ To which computer(s) or other device(s) and internet would tutor(s) have regular, reliable access?

- ❑ What secure (locked) storage could the tutor utilize (for student files, for personal effects, etc.)?

- ❑ Is the Response to Intervention/Multi-Tiered Systems of Support model of service delivery utilized at your site? In what areas (e.g., academic, behavior)?

- ❑ Estimate the number of students who are below grade level expectations in reading for each grade, K-3rd.

- ❑ What do we need to know about your district or agency in order to follow your own district or agency's policies for partnerships? For example, with whom should we work on the following if they come up?
  - o We run extensive background checks and cannot pay for or ask tutors to pay for any additional background checks
  - o Posting open tutor positions on a district or site employment page
  - o Posting a site sign with the AmeriCorps logo, Reading Corps logo, and potentially the logo of any funder who is sponsoring the program at your site

Site Expectations in Implementing Reading Corps

1. **Identify a staff person to fill the role of Internal Coach** and allocate sufficient time for the person to complete training and fulfill the responsibilities of Reading Corps, including providing on-site supervision and support of the Reading Corps tutor.

2. Work in collaboration with Reading Corps staff to **find high-quality Reading Corps tutors**. The majority of our tutor candidates are connected to the program by our site partners. Your participation in recruitment is essential.

3. **Educate teachers and school staff** about the Reading Corps model to capture buy-in and support
for implementation.

4. **Welcome the tutor to the site**, introduce to staff, and provide an orientation to the site. Provide tutoring and workspace for the tutor to use, including a locked filing cabinet and computer access.

5. 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.

6. Support the tutor's **implementation of Reading Corps'** research-based literacy interventions.

7. Ensure that students receiving Reading Corps services are provided targeted literacy interventions for 20 minutes each day, 5 days per week (100 minutes weekly dosage). Assist tutors in **creating the tutoring schedule**.

8. **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. Tutors may be asked to collect benchmark data on previously served Reading Corps students during the same time frames.

9. **Oversee weekly progress monitoring** for participating students to guide tutoring interventions. Tutors are responsible for recording this data into the online data management system used by Reading Corps.

10. **Ensure that Reading Corps tutors consistently serve their expected caseload** of students at any given time.

11. **Adhere to the exit criteria** guidelines set by Reading Corps, which establish when a student is ready to be exited from Reading Corps services.

12. **Provide demographic data & state-assigned student ID number** for students receiving Reading Corps services. Support the Reading Corps program in following federal (i.e., FERPA) and state regulations for data security and sharing. A detailed description of data required from the site for participating students is provided in the Reading Corps Site Agreement.

13. **Communicate with the families/caregivers** of students who are receiving Reading Corps services in collaboration with the Reading Corps tutor. 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.

14. Ensure **service site is accessible** to people with disabilities.

15. **Pay the site fee** (where applicable, scholarships available for new sites).*

Description Of Elementary Literacy Tutors

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

Elementary Literacy Tutor

Who is this person?	Someone recruited from the community – a recent college graduate, a parent, a retiree, etc.
What does the tutor do at the site?	The tutor provides daily targeted Reading Corps interventions 1-on-1 or in pairs in 20-minute sessions to a caseload of students during the school day.
Are there other things the tutor is expected to do?	The tutor is required to complete ongoing Reading Corps training and participate in professional development with their Coach(es) and/or Program Staff. Tutors are required to complete data entry to track student progress. Tutors may also participate in supplemental activities at their site or in their community.
What is the time commitment?	- Part-Time (900 hour) tutor serves 28 hours/week - Reduced Part-Time (675 hour) tutor serves 20 hours/week Cohorts of tutors start at designated times throughout the fall semester and commit to serving through the end of the school year.
What are the financial benefits?	- Monthly living allowance - Education award up to $3,247.50 - Student loan forbearance on federal loans
What are the non-financial benefits?	- Play a vital role for children in education - Gain valuable experience in a school - Make an impact on the community - Learn literacy intervention strategies
How do they get involved?	Start the process by completing a Reading Corps application online at http://ndreadingcorps.org/

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 tutors. Internal Coaches will uphold the Reading Corps model and act as a liaison between school staff, the tutor(s), and the program.
Person	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 tutor(s), completing required training, and participating in coaching sessions. It is also beneficial for an Internal Coach to be knowledgeable about interventions or literacy instruction. Challenges occur when this responsibility is assigned to staff without concretely opening dedicated time in that position for Reading Corps coaching. We recommend that administrators be thoughtful about incorporating this responsibility into a staff person's position.
Time Commitment	• Average of 6-9 hours of coaching and support <u>per tutor</u> per month • Approximately 5 hours of required training Required training + coaching for **1 tutor** = approx. 0.1 FTE Required training + coaching for **2 tutors** = approx. 0.15 FTE Required training + coaching for **3 tutors** = approx. 0.2 FTE
Training	Internal Coaches are required to complete less than 5 hours of online training but have access to additional information and professional development through our learning management system. Training will be sent to Internal Coaches before the start of the program year or when they register with the program and should be completed within two weeks of a tutor starting.
Responsibilities	Provide an **on-site orientation** for the tutor to introduce them to your site. **Develop a consistent weekly schedule** with the tutor that accounts for the daily and weekly hours commitment of their position: Part-Time (PT) tutor serves 28 hours/week, and a Reduced Part-Time (RPT) tutor serves 20 hours/week at the site. Tutors should work with a full caseload of students at any given time. Provide support to allow the tutor to develop professionally throughout the year, including inviting the tutor to participate in **professional development opportunities** at the service site and in the community. **Complete a twice-monthly intervention integrity checklist** for each intervention observed, provide feedback to the tutor, and submit checklists to Reading Corps. **Complete an Observing and Rating Administrator Accuracy (ORAA)** three times a year during the benchmark periods. This must be completed until the administration by tutor is reliable and standardized, 95% accuracy. Select and give tutors access to numbered and **grade-level passages** (<u>not</u> books) to use during tutoring sessions (e.g., leveled passages from curriculum, Read Naturally, Reading A to Z). Work collaboratively with the tutor to **select and exit students** according to Reading Corps criteria and determine appropriate reading interventions. Ensure the tutor is **accurately reporting student data**, including assessment scores and demographic information, by the deadline

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Consult with the Reading Corps Coaching Specialist, who meets with the Internal Coach and tutors to do observations, conduct fidelity checks for assessment and interventions, and review student progress. The frequency of 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 tutors engage in monthly discussions and review of student data/progress.

Work closely with Reading Corps program staff and site administration to **proactively** manage tutor performance and address issues as they arise. Tutors are expected to adhere to site policies and procedures regarding confidentiality, safety, dress code, attendance, etc.

Approve tutor timesheets once every month and complete a **tutor performance evaluation** two times per year.

Complete an **annual online program survey** and participate in **annual site visits** with Reading Corps program staff.

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, and other parties involved in funding.

The Cost of Reading Corps

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

Description of cost	Reading Corps pays	Site pays
Site fee (per tutor)*		✓
Tutor recruitment efforts	✓	✓
Background checks on tutors	✓	
Tutor living allowance & benefits	✓	
Worker's Compensation	✓	
Tutor transportation costs to attend Reading Corps-required training	✓	
Tutor transportation costs to attend site-required training (if applicable)		✓
Cost of including tutors in site-sponsored training		✓
Misc. supplies used by tutor (e.g., markers, photocopies, paper, stickers)		✓
Computer and Internet access for tutor		✓
Workspace for the tutor, including locked file cabinet		✓
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	✓	

* While federal AmeriCorps funding covers 2/3 of the costs associated with each member, participating sites pay an annual fee per tutor to serve as a cash match to the federal dollars. Additional funding may be available to cover this site fee for new sites. The annual site fee is billed in two installments. Fees will only be charged for schools where a tutor is successfully placed. Please contact dana.sell@k12.nd.us with questions.

Site Fees:

Tutor Annual Time Commitment	Tutor schedule	Tutor Living Allowance (paid by SEEC)	Site fee (per tutor)
Half-time: 900 hours	28-30 hours/week	$1,350/month	**$5,251**
Reduced half-time: 675 hours	20-22 hours/week	$1,025/month	**$3,987**
Quarter-time: 450 hours	15-17 hours/week	$675/month	**$2,625**

Next Steps to Partnering with Reading Corps

Prepare to Submit Your Application

❑ Identify a staff member to serve as an Internal Coach

❑ Identify a staff member to serve as a Recruitment Contact

❑ Determine the number of Reading Corps tutors and slot type for which to apply

❑ Complete and submit your site application [here](#) by March 1st. Applications received after that date will be reviewed on a rolling basis if spaces are still available.

After You Apply

❑ Receive communication with site award decisions and details

❑ Communicate with Reading Corps program staff to further discuss the partnership

❑ Complete the site onboarding training course. Share this with the identified Internal Coach.

❑ Sign the Site Agreement

❑ Begin recruiting using the recruitment toolkit

❑ Participate in tutor interviews alongside Reading Corps staff

Before the Program Year Begins

❑ 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 staff about Reading Corps

❑ Prepare to welcome Reading Corps member(s) to your site by determining a designated workspace and communicating with the Reading Corps member(s) once they are hired

Program Timeline

February 14
Host Site Applications Open

March 1
Host Site Applications Due

March 22
Host Site Awards Made

April 1
Tutor Applications Open

May 1
Internal Coaches Identified

May 15
Partnership Agreement Signed

August 8
Online Training Opens for Coaches

September 1
Tutors Start Online Training

September 8
Tutors Start at School

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