

# Guide to Partnering with



Reading Corps Overview.....	2
Considerations for Partnership with Reading Corps .....	5
Site Expectations in Implementing Reading Corps.....	6
Description of Reading Tutors .....	7
Description of Internal Coach .....	8
Costs of Reading Corps .....	10
Next Steps to Partnering with Reading Corps.....	11

This Guide contains important information about being a host site with Reading Corps. Questions about Reading Corps should be directed to [sites@ampact.us](mailto:sites@ampact.us).



Ampact is a national organization that demonstrates the power of national service to solve complex social problems. We create innovative programs that focus on education, environmental stewardship, and healthy futures for communities. These programs include Reading Corps, Math Corps, Early Learning Corps, Climate Impact Corps, Recovery Corps, Heading Home Corps, Public Health Corps, Language Corps, Resettlement Corps, and Summer Impact Corps.

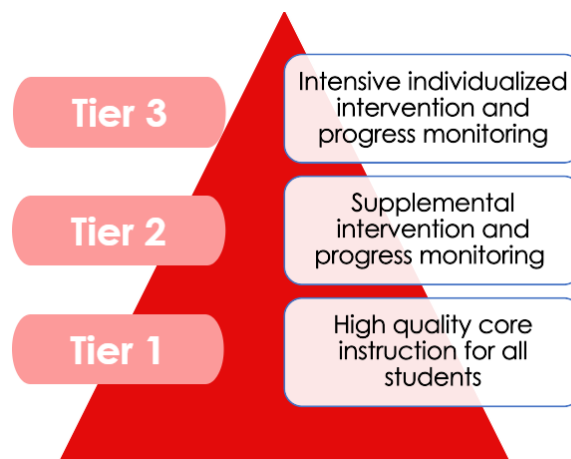
# Reading Corps Overview

## What are Reading Corps services?

- Reading Corps is an evidence-based, high-dosage tutoring program. Reading Corps uses instructional strategies aligned with the science of reading and grounded in research to support students who need more support in reading.
- Reading Corps tutors are trained to provide daily, twenty-minute sessions in pairs or 1-on-1 with Kindergarten through 3<sup>rd</sup> grade students.
- A staff person at the school ("site"), called an Internal Coach, completes Reading Corps training and supports the tutors throughout the year.
- A Reading Corps expert with educational experience, called a Reading Corps Coaching Specialist, supports the Internal Coach and tutors at the site.
- Reading Corps targets reading skill practice, mainly in phonemic awareness, phonics, and fluency.
- Tutors are trained to deliver scripted reading interventions, along with additional content in equity and supporting social-emotional learning and engagement.
- Internal Coaches and Reading Corps Coaching Specialists support tutors with selecting interventions for students based on individual student data.

## Which students are eligible to receive Reading Corps services?

- Kindergarten through 3<sup>rd</sup> grade students scoring "below target" on benchmark assessment probes administered by the tutors are eligible for tutoring.
  - Within a Response to Intervention/Multi-Tiered Systems of Support 3-Tier model (pictured below), 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 as determined by the Internal Coach in collaboration with the Reading Corps Coaching Specialist and school staff.



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

- Tutoring sessions occur outside of a student's teacher-led reading instruction time during the school day.
- Students participating in Reading Corps receive daily 20-minute sessions every day a tutor is at the site (ranges from 3-5 days per week depending on school location and tutor commitment).
- Tutor caseloads vary depending on the number of hours the tutor is serving in a day.
  - Tutors serving 6 or more hours per day serve a minimum of 15 students.
  - Tutors serving less than 6 hours per day serve a minimum of 10 students.

## **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 progress monitoring 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 progress monitoring graph, determine which interventions will be observed for fidelity and provide additional data-based decision making to support student growth.
- 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.

## **Who are Reading Corps tutors?**

- 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 (including lunchroom duty, playground supervision, etc.).
- Tutors receive a living allowance and earn hours of service toward an education award to pay educational expenses at qualified institutions of higher education, for educational training, or to repay qualified student loans.

## What are the assessments used?

The assessment tools used by Reading Corps were chosen because of their well-established statistical reliability and validity. All these measures fit under the umbrella of “Curriculum-Based Measurement” (CBM), and are fluency-based assessments, meaning that students are given an unlimited opportunity to respond to items within a fixed amount of time, and the number of correct responses is counted. FastBridge 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. **Sound Awareness:** The student builds phonological awareness skills of blending, segmenting, deleting, and substituting words or word parts.
2. **Letter Sound Correspondence:** The student builds the skill of associating the correct sounds with letters.
3. **Blending Words:** The student builds the skill of blending individual letter sounds into words.
4. **Newscaster Reading:** The student builds skills in reading fluency through extensive modeling by the tutor and practice.
5. **Duet Reading:** The student builds skills in reading fluency with modeling and practice.
6. **Repeated Reading with Comprehension Strategy:** The student builds skills in reading fluency while reading for comprehension.
7. **Pencil Tap:** The student builds skills in reading accurately instead of reading with overlooked errors.
8. **Stop/Go:** The student builds skills in recognizing punctuation and phrasing when reading connected text.
9. **Word Construction:** The student builds skills in phonics and fluency. This intervention bridges the gap between decoding individual words and reading connected text.
10. **Connected Text Pairs:** The students build skills in reading fluency with modeling and practice.

## What evidence exists to support Reading Corps?

- Reading Corps is identified as having the highest level of evidence by [Evidence for ESSA](#) at John Hopkins University because multiple randomized controlled trials have demonstrated the impact of Reading Corps.
- Reading Corps is a member of [Proven Tutoring](#), a coalition of tutoring programs proven in rigorous research recognized by the Center for Research and Reform in Education.
- A full summary of the evidence supporting Reading Corps can be found online through the National Science and Service Collaborative at [nssc.serveminnesota.org/amicorps-impact/reading-corps](http://nssc.serveminnesota.org/amicorps-impact/reading-corps).

# Considerations for Partnership with Reading Corps

**Reading Corps partners with schools to provide tutoring and can thrive in a wide variety of contexts. There are a few initial considerations for bringing Reading Corps to your school:**

- 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 (minimum of 10 students for tutors serving less than 6 hours per day to a minimum of 15 students for tutors serving 6 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?
  - How will you ensure the Internal Coach is given adequate time to complete required training?
  - How will you ensure the Internal Coach has adequate time to spend on Reading Corps duties throughout the year?

**Here are some other factors that are helpful to consider:**

- What other intervention resources are available at your school? Which students will be prioritized for Reading Corps service compared to students who will be prioritized for other intervention(s)?
- How many students in your building demonstrate a need for intervention services because they are scoring below proficiency on state achievement tests or other school screening tools?
- In which space(s) will tutoring occur?
- To which computer(s) or other device(s) and internet will tutor(s) have regular, reliable access?
- What secure (locked) storage could the tutor utilize (for student files, for personal effects, etc.)?
- What do we need to know about your district or agency to follow your policies and expectations for partnerships?
- Which staff member at your school or district/agency will lead AmeriCorps member recruitment efforts? Site partners play an essential and active role in recruitment by collaborating to provide referrals and recruit prospective AmeriCorps members from their community and networks.

# 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 tutors.
2. Work in collaboration with program staff to **find high-quality Reading Corps tutors**. Many 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.
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 consistent access to a computer or other device with high-speed internet access.
5. Follow Reading Corps guidance and student assessment scores 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 that the tutor is scheduled at the school (3, 4, or 5 days a week). 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 administering our assessments and recording daily tutoring activity using our online data management system (RCDMS).
10. **Ensure that Reading Corps tutors consistently serve at least a minimum 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). \*

\*While federal AmeriCorps funding covers 2/3 of the costs associated with each member, our programs must raise additional dollars to serve as a local match to the federal dollars. Depending on the success of these efforts in specific states or regions, it may be necessary to charge a fee. Please contact [sites@ampact.us](mailto:sites@ampact.us) with any questions.

# Description Of Reading Corps Roles

## Description of Reading Corps Tutor

<b>Who is this person?</b>	Someone recruited from the community – a recent graduate, a parent, a retiree, etc.
<b>What does the tutor do at the site?</b>	The tutor provides daily targeted Reading Corps interventions in pairs or 1-on-1 in 20-minute sessions to a caseload of students during the school day.
<b>Are there other things the tutor is expected to do?</b>	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 regularly to track student progress. Tutors may also participate in supplemental activities at their site or in their community.
<b>What is the time commitment?</b>	<ul style="list-style-type: none"> <li>• Full-Time (FT) tutor serves approximately 35 hours/week</li> <li>• Part-Time (PT) tutor serves approximately 25 hours/week</li> <li>• Reduced Part-Time (RPT) tutor serves approximately 18 hours/week</li> </ul> <p>Cohorts of tutors start at designated times and commit to serving through the end of the school year</p>
<b>What are the financial benefits?</b>	<ul style="list-style-type: none"> <li>• Bi-weekly living allowance</li> <li>• Education award of up to \$5,000+</li> <li>• Student loan forbearance on federal loans</li> <li>• Health insurance and childcare assistance (FT members only)</li> </ul>
<b>What are the non-financial benefits?</b>	<ul style="list-style-type: none"> <li>• Make an impact on the community</li> <li>• Gain valuable experience in a school</li> <li>• Learn literacy intervention strategies</li> <li>• Play a vital role for children in education</li> </ul>
<b>How do they get involved?</b>	Start the process by completing a Reading Corps tutor application online at <a href="http://join.readingandmath.org">join.readingandmath.org</a>

## Description of Internal Coach

<b>Role</b>	The Internal Coach is designated by an administrator and trained by Reading Corps to provide literacy support and oversight to the Reading Corps tutors. Internal Coaches uphold the Reading Corps model and act as a liaison between school staff, the tutors, and the program.
<b>Person</b>	<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 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.</p>
<b>Time Commitment</b>	<ul style="list-style-type: none"> <li>• Average of 6-9 hours of coaching and support <u>per tutor</u> per month</li> <li>• Up to 5 hours of required training</li> </ul>
<b>Training</b>	Internal Coaches are required to complete less than 5 hours of training and have access to additional information and professional development through our learning management system if needed. 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 <b>within two weeks of a tutor starting</b> .
<b>Responsibilities</b>	<p>Provide an <b>on-site orientation</b> for the tutor(s) to introduce them to your site.</p> <p><b>Develop a consistent weekly schedule</b> with the tutor that accounts for the daily and weekly hours commitment of their position. Tutors should work with a full caseload of students at any given time. Most of tutors' time in the building should be spent in direct service to tutoring students.</p> <p>Develop and maintain positive relationships with tutor(s) and serve as the <b>primary point of contact</b> for tutor(s) at the school site level.</p> <p>Facilitate <b>building tutor(s) relationships with school-based staff</b>, including classroom teachers.</p> <p><b>Complete intervention integrity checklist</b> for each intervention observed as early as possible, provide feedback to the tutor, and submit checklists to Reading Corps. Observations should take place twice a month and may be greater if tutor fidelity concerns arise.</p> <p>Ensure tutors have access to numbered and <b>grade-level passages</b> (<u>not</u> books) to use during tutoring sessions (e.g., decodable texts from curriculum, Read Naturally, Reading A to Z)</p> <p>Work collaboratively with the Coaching Specialist and tutor to <b>select and exit students</b> according to Reading Corps criteria and determine appropriate reading interventions.</p>





**Attend monthly Data Review Meetings**– includes review of RCDMS and fidelity checks. Attend additional meetings with Coaching Specialist as needed or requested by the site.

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.

Work closely with Ampact 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 two weeks

Participate in **semi-annual site visits** with 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.

Submit **in-kind reports** to record staff time dedicated to supporting Reading Corps (where applicable).



# The Cost of Reading Corps

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

Description of cost	Reading Corps pays	Site pays
Tutor recruitment efforts	✓	✓
Background checks on tutors	✓	*
Tutor living allowance & benefits	✓	
Worker's Compensation / AD&D policy for tutors	✓	
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/device 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	✓	
Site fee (where applicable)		✓ **

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

\*\* While federal AmeriCorps funding covers 2/3 of the costs associated with each member, our programs must raise additional dollars to serve as a local match to the federal dollars. Depending on the success of these efforts in specific states or regions, it may be necessary to charge a site fee. This fee varies based on state or region. Please contact [sites@ampact.us](mailto:sites@ampact.us) with any questions.

# 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 members and type for which to apply
- 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 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 toolkit

## Before the Program Year Begins

- Sign the Site Agreement, collaborating with district or agency-level administration, as needed
- 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 and orient Reading Corps member(s) to your site by determining a designated workspace and communicating with the Reading Corps member(s) once they are hired