

# Guide to Partnering with



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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 nonprofit that specializes in managing and scaling high-quality AmeriCorps programs. We create innovative programs that focus on education and healthy futures for communities. These programs include Reading Corps, Math Corps, Early Learning Corps, Recovery Corps, and Heading Home Corps.

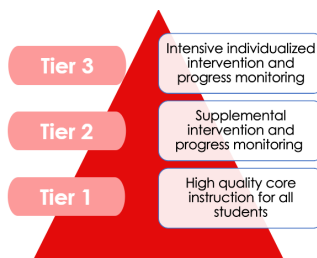
# Reading Corps Overview

## What are Reading Corps services?

- Reading Corps is an evidence-based, high-impact tutoring Program. Reading Corps uses instructional strategies aligned with the science of reading and is 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.
- Partners provide a staff person to be the Site Supervisor, who completes Reading Corps training and supports the tutors throughout the year. This person is called the Internal Coach.
- Ampact provides a Reading Corps expert with educational experience, called a Coaching Specialist, to support 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 and to use strategies to engage and motivate students based on their unique needs.
- Internal Coaches and 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 support.
- Students who need reading skill practice versus intensive reading instruction in longer daily sessions.
- Students receiving Title 1, special education, or English Language services are eligible as determined by the Internal Coach in collaboration with the 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 during the school day outside of a student's teacher-led reading instructional time.
- 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 need 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 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.
- Once per month, the Internal Coach, tutor(s), and 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.
- At least once per month, Coaches observe tutors with students and check intervention integrity using observation checklists. Coaching Specialists observe and conduct integrity checks with Internal Coaches regularly to support the Internal Coach in learning the interventions and coaching the tutors.

### Who are Reading Corps tutors?

- Reading Corps tutors are individuals engaged in a commitment of service through AmeriCorps and are commonly referred to as "Members" or "tutors."
- Reading Corps tutors maintain a stable, regular schedule of hours at a site.
- Reading Corps tutors are not employees of the school nor are they paraprofessionals; they may not be used to supplant services provided by Partner employees (including lunchroom duty, playground supervision, etc.). Partners may not hire or employ Members during their term of service.
- Tutors receive a living allowance and earn hours of service toward an education award to pay qualified educational expenses 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 Reading Corps 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). These materials shall be used solely for the purpose of the Program and cannot be copied or reproduced in any way.

### What additional data is collected and what is it used for?

In addition to assessment and progress monitoring data, the following student data may be collected to implement and evaluate the Reading Corps Program:

- **Tutor Log Data:** Tutors collect and record information about the intervention name and dosage (in minutes) to support data-based decision making.
- **Student Name:** Used as a student identifier to distinguish between students at and across sites.
- **Student Grade:** This determines the assessment that will be administered.

- **Student ID Number(s):** The optional collection of a State ID number supports research and continuous improvement. It allows tracking students who move and linking to state test scores, when possible. Local or district-level ID numbers are collected as-requested by the Partner to connect Program data with Partner data.
- **Student Demographic Information:** Information including gender, ethnicity/race, ELL status, and home language is collected to support continuous improvement, research, and reporting.
- **Family Engagement Data:** Tutors record participation in family engagement components of the Program.

### 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/ameri-corps-impact/reading-corps](http://nssc.serveminnesota.org/ameri-corps-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 partnering with Reading Corps:**

- Does your school 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?
- Is there support for research-based literacy interventions to occur during the school day, outside of core instruction?
- Is there someone on staff with the interest and capacity to serve as the Internal Coach? **Please turn to the “Description of Internal Coach” section in this Guide and review it.**

**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 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 will lead AmeriCorps Member recruitment efforts? 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 Coach:** Appoint an Internal Coach and allocate sufficient time for training and responsibilities. This person will provide on-site supervision and support for the Reading Corps tutor.
- 2. Support Recruitment:** Collaborate with Program staff to find high-quality Reading Corps tutors. Many candidates are connected to the Program by Partners, so your participation in recruitment is essential. Program staff make the final decision regarding Member selection and placement.
- 3. Educate Teachers and Staff:** Inform teachers and Partner staff about the Reading Corps model to gain their buy-in and support.
- 4. Welcome Tutor:** Make Members feel welcome by introducing them to the staff and providing a thorough orientation. Ensure their workspace is accessible, including a locked filing cabinet and access to a computer or other device with high-speed internet.
- 5. Determine Student Eligibility:** Follow Reading Corps Guidance and criteria to determine eligibility.
- 6. Support Interventions:** Provide regular check-ins and feedback sessions with the tutor to discuss progress and address any challenges. Ensure the tutor has access to necessary materials and resources to implement the literacy interventions effectively.
- 7. Develop the Schedule:** Ensure targeted literacy interventions during 20-minute tutoring sessions for each student receiving Reading Corps services. Help tutors create the tutoring schedule.
- 8. Provide Data:** Support the Reading Corps Program in following federal (i.e., FERPA) and state regulations for data security and sharing. Help tutors record data into the Ampact-provided online data management system (RCDMS). A detailed description of data collected is included in this Guide.
- 9. Support Benchmarking:** Support benchmarking during the fall, winter, and spring periods for participating students.
- 10. Monitor Weekly Progress:** Oversee progress of students to guide tutoring interventions. Tutors are responsible for administering assessments and recording daily tutoring activity using RCDMS.
- 11. Maintain Caseload:** Ensure Reading Corps tutors consistently serve at least a minimum caseload of students to maximize the impact on the number of students served.
- 12. Follow Exit Criteria:** Follow the established criteria to determine when a student has made sufficient progress to exit the Program. Ensure that the transition is smooth and that the student continues to receive support as needed.
- 13. Communicate with Families:** Inform families/caregivers of students receiving Reading Corps services in collaboration with the tutor. Provide a mechanism for informing families/caregivers, such as using the template letter provided by Reading Corps.
- 14. Communicate with the Program:** Maintain open and regular communication with Members and Program staff. Provide updates and escalate issues to address any challenges promptly. Regular check-ins can help address any issues early and keep everyone aligned.
- 15. Ensure Accessibility:** Make sure the service site is accessible to people with disabilities.
- 16. Pay Site Fee\*:** Pay the site fee, if 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 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 completes ongoing Reading Corps training and participates in professional development with their Coach(es) and/or Program staff. Tutors 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>

**Complete Member position descriptions can be found at [ampact.us/positions](http://ampact.us/positions)**

## Description of Internal Coach

<b>Role</b>	The AmeriCorps Site Supervisor for Reading Corps is called an Internal Coach. The Internal Coach is designated by the Partner and trained by Ampact to provide literacy support and oversight to the Reading Corps tutors. Internal Coaches uphold the Reading Corps model and act as a liaison between the Partner, the Members, and the Program.
<b>Person</b>	<p>An Internal Coach is an employee of the Partner. 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 dedicating time in that position for Reading Corps coaching. We recommend that Partners 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. They also have access to additional information and professional development through our learning management system if needed. Training is 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 Program staff and site administration to **proactively** manage tutor performance and address issues as they arise. Tutors are expected to adhere to Partner policies and procedures regarding confidentiality, safety, dress code, attendance, etc.

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

Participate in **special site visits** to highlight and demonstrate the effectiveness of the 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 Costs of Reading Corps

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

Description of cost	Ampact pays	Partner 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 Partner-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 Partner policy requires a background check above and beyond what is conducted by Ampact, that fee is not paid by the Program, nor may it be passed on to the Member.

\*\* 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 and is listed in the AmeriCorps Services Agreement. 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

- Collaborate with district or agency-level administration, as needed, to implement the Program.
- 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