

# GUIDE TO BECOMING A K-3 READING CORPS SITE 2017-2018



This document contains information administrators should know in considering becoming a Reading Corps site for the 2017-18 school year.

Please note that the exact number of available members will be pending until approval of funding is received from the Corporation for National and Community Service and the State of Iowa. In addition to the application, site selection will be based on the ability of the local community or district to identify a local match.

**Please read this carefully prior to submitting your application.**

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## CHECKLIST: COMPLETING THE K-3 READING CORPS APPLICATION

This checklist is a tool to help you prepare and submit a strong application. If you have questions while completing the 2017-18 Site Application, please contact Crystal Meier at [iowa.readingcorps@gmail.com](mailto:iowa.readingcorps@gmail.com) or 641-512-1303.

### Part 1: Gather and Prepare Information

Review the Internal Coach position description.

- How will Internal Coach's schedule reflect time for Reading Corps duties (approx. 6-9 hours per tutor per month) plus training (32 hours of training for new coaches or 16 hours of training for returning coaches)?
- How will Internal Coach be compensated for required training dates? Mileage/hotel accommodations?
- How will Internal Coach be compensated for time spent on Reading Corps duties throughout the year?

Proposed Internal Coach: \_\_\_\_\_

The Recruitment Contact should be available for frequent phone and email conversations in the spring and summer, and will make frequent and repeated appeals to the school's networks to recruit for the open position(s) until filled.

Proposed Recruitment Contact: \_\_\_\_\_  
*The principal may serve as the Recruitment Contact.*

Gather data regarding the percentage of students at your school who are eligible for Free and Reduced Lunch, the number of 3<sup>rd</sup> graders who were not proficient in reading the previous spring, your school district number, a summary of K-3 student demographics and an estimated number of students who would be eligible for Reading Corps services.

- You will need all of this information to complete your application.

Determine the number of AmeriCorps Members and type (full time or part time) for which to apply.

- How many students will be eligible for Reading Corps tutoring?
- Will the schedule allow 20 minute daily 1-1 tutoring sessions for 15-20 students (for each full time tutor) or 12-15 students (for each part time tutor) each week?
- Where in the building would be the designated workspace for AmeriCorps members?

Applying for \_\_\_\_\_ full-time AmeriCorps member(s): 1700 hours; September-July

Applying for \_\_\_\_\_ part-time AmeriCorps member(s) 900 hours; September –end of school year

### Part 2: Submit Application

X	Instructions
	Locate site application at <a href="http://www.uwiowa.org/ReadingCorpsSchools">http://www.uwiowa.org/ReadingCorpsSchools</a>
	Create a "new user" account, even if you applied last year. You will create your own username/password.
	Complete the application. <i>You may save partial work and log in later to finish or make changes.</i>
	<b>By April 6, 2017 for returning schools or April 7, 2017 for new applicants:</b> Submit the completed application. <i>You will receive an auto-email with your responses to save for your records.</i>

# READING CORPS PROGRAM MODEL

## What are Reading Corps services?

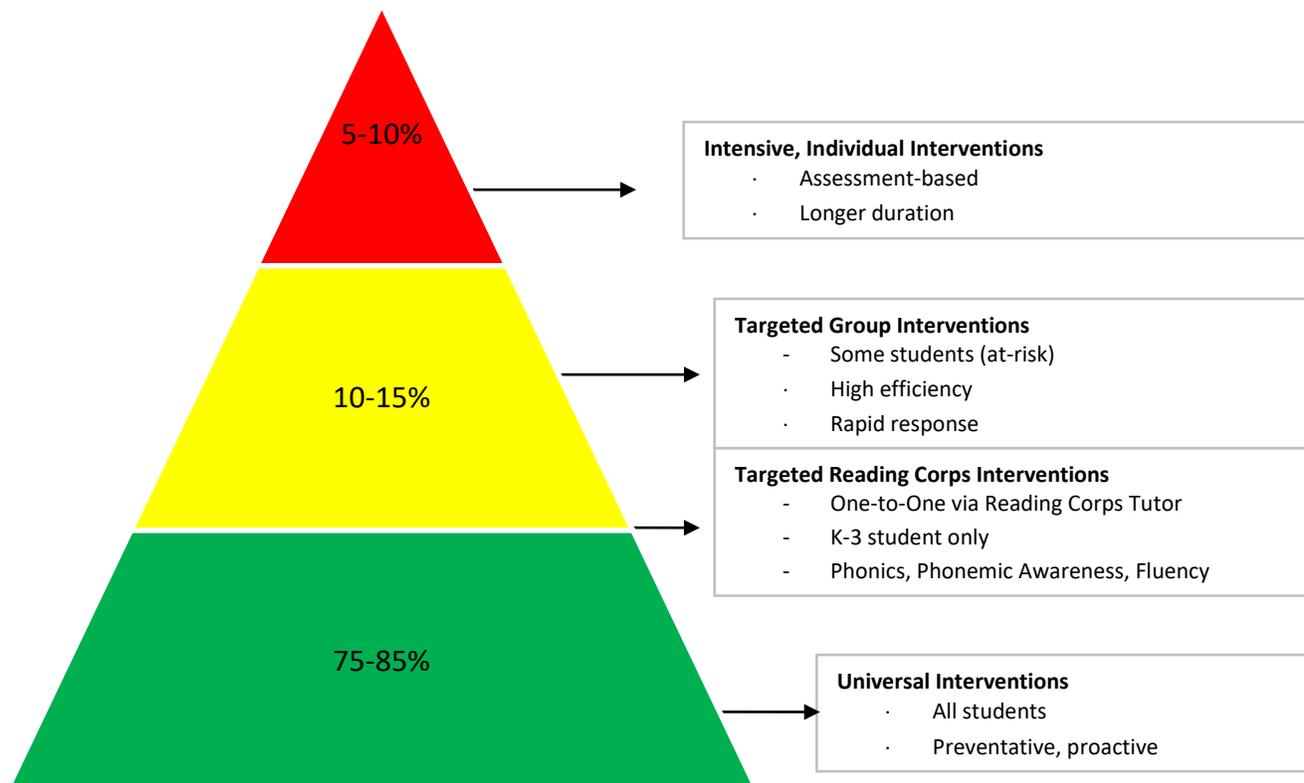
- Reading Corps AmeriCorps members are trained as Elementary Literacy Tutors to provide daily 1-on-1, twenty-minute sessions with Kindergarten through 3<sup>rd</sup> grade students
- A Site Supervisor/ Internal Coach, staff person from the school district, attends AmeriCorps/Reading Corps orientation & trainings in September and October and supports AmeriCorps members throughout the year
- A Master Coach, a literacy expert (contractual consultant with United Ways of Iowa), supports the Internal Coach and AmeriCorps members at the school
- AmeriCorps members provide targeted reading skill practice, commonly called interventions, in the areas of phonemic awareness, phonics, and fluency
- AmeriCorps members are trained in 10 scripted reading interventions; Internal Coaches select interventions for students

## 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 members (within a RtI 3-Tier model, these students are *generally* classified as Tier 2)
- Students who need reading skill practice versus intensive reading instruction in longer daily sessions
- Students receiving special education or English Language services are eligible on a case-by-case basis, as determined by the Internal Coach in collaboration with school staff

### Response to Intervention- Three Tier Model

Data-based decision making and intervention



**When are Reading Corps services delivered?**

- Tutoring sessions occur outside of the student’s teacher-led, core reading or math instruction time during the school day; sessions may occur before or after school at the discretion of the member and coach
- Students participating in Reading Corps receive daily 20-minute sessions every day of the week

**How long do students receive Reading Corps services?**

- Reading Corps AmeriCorps members, also known as “tutors”, administer weekly 1-minute reading probes to students and create individual student graphs to illustrate student progress. Student graphs include an aim-line from the student’s baseline score to his or her grade-level spring target score.
- If a student is making adequate progress, his or her scores will increase at a rate similar to the aim-line (i.e., some points above and some points below the aim-line). Students in 1<sup>st</sup> -3<sup>rd</sup> grade who have 3-5 consecutive data points above the aim-line with two of these scores at or above the upcoming season target should be exited from Reading Corps services; Kindergarten students must have 3-5 consecutive data points above the aim-line with two of these scores at or above the spring target.

**How often do Reading Corps members meet with their Internal Coaches and/or Master Coaches?**

- It is recommended that members and their Internal Coaches allocate 10-15 minutes per day for communication or schedule weekly meetings. As members become familiar with their tasks, the amount of meeting time may be reduced.
- One time per month, the Internal Coach, Reading Corps member, and Master Coach meet to review every student’s graph and determine if interventions should be changed.
- Twice per month (minimum), the Internal Coach or Master Coach observe member(s) with students and check intervention integrity using observation checklists. Administration and scoring of the assessment is observed jointly by Internal and Master Coaches, tri-annually, using a checklist.

**Who are Reading Corps AmeriCorps members?**

- Individuals who have signed up to complete one year of national service through AmeriCorps and are commonly referred to as “tutors.” AmeriCorps members receive a living allowance and earn hours of service toward an education award to pay for college tuition or to pay back existing college loans. Health care insurance and childcare assistance may be available. AmeriCorps is often referred to as the “domestic Peace Corps.”
- AmeriCorps members serving as Iowa Reading Corps tutors who focus on solving a societal problem - in this case, reading failure.
- AmeriCorps members serve in part-time or full-time Reading Corps tutoring positions at a school and are supervised by an Internal Coach at the school.
- AmeriCorps members are not employees of the school district nor are they paraprofessionals; they may not be used to supplant services provided by the school or site employees.



### 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.

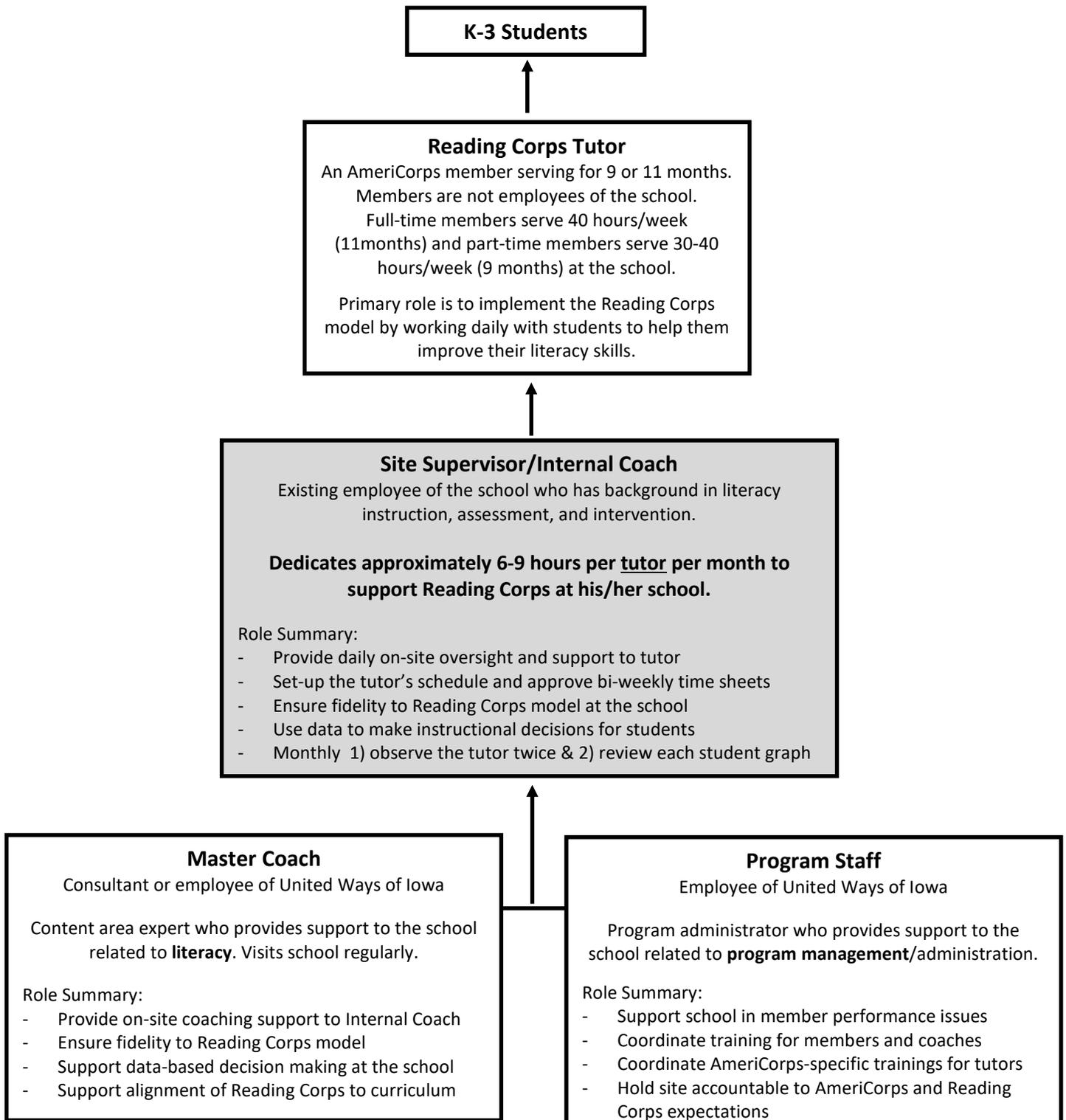
- The benchmark assessments are conducted in the fall, winter and spring. They are 1-minute assessments from Formative Assessment for Teachers (FAST), from the University of Minnesota, and include: 1) Test of Letter Names, 2) Test of Letter Sounds, 3) Test of Nonsense Words, and 4) CBM-Reading (3 passages).
- The progress monitoring assessments are conducted weekly to gauge the effectiveness of the intervention and progress of the student. They are 1-minute assessments from FAST and include: 1) Test of Letter Sounds, 2) Test of Nonsense Words, and 3) CBM-Reading.

### 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 instructional program provided by the school. The interventions share a common theme in that they focus on building fluency for basic reading skills such as phonemic awareness, letter sound knowledge, decoding skill, and connected text reading. Tutors are trained to deliver ten 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 breaking words into their individual phonemes.
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 sounds into words.
5. **Newscaster:** The student builds skills in reading with expression through extensive modeling and practice.
6. **Duet Reading:** The student builds fluency skills with modeling and practice.
7. **Repeated Reading with Comprehension Strategy:** The student builds skills in reading fluently (rate+accuracy+expression) while reading for comprehension.
8. **Pencil Tap:** The student builds skills in reading accurately instead of carelessly.
9. **Stop/Go:** The student builds skill in recognizing punctuation and phrasing when reading connected text.
10. **Great Leaps** is a reading program designed to increase fluency in phonemic awareness, letter recognition and phonics, high frequency words, and connected text.

# SUPPORTING ROLES IN IOWA READING CORPS AMERICORPS



## 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 attend training and fulfill the responsibilities of AmeriCorps and Reading Corps, including providing on-site supervision and support of the Reading Corps AmeriCorps member.
2. Work in collaboration with AmeriCorps staff to find high-quality Reading Corps tutors for your school.
3. Educate teachers about the Reading Corps model to capture buy-in and support.
4. Welcome the member to the school, introduce to staff, provide an orientation to the school, etc. In addition, designate tutoring space that allows students to focus on the task. Provide work space for the member to use, including a locked filing cabinet and computer access (with Google Chrome or Firefox as the web browser).
5. Have a mechanism in place to identify K-3 students who do not receive supplemental reading services (including special education or Title I) but are in need of additional support to meet state reading standards.
6. Follow Reading Corps' Eligibility Scores Table to determine which students are eligible for Reading Corps services. Reading Corps uses criterion reference target scores at each grade level to determine which students are eligible for tutoring.
7. Support the member's implementation of Reading Corps' research-based literacy interventions.
8. Ensure that students receiving Reading Corps services are provided targeted literacy interventions for 20 minutes each day, five days a week (100 minutes weekly). Assist members in creating the tutoring schedule.
9. Support benchmarking (also known as screening data collection) during the fall, winter and spring benchmark periods for participating K-3 students as well as those who have participated in Reading Corps in the past.
10. Oversee weekly progress monitoring for participating students to guide tutoring interventions. Members are responsible for recording this data into RCDMS, the online data management system used by Reading Corps.
11. Ensure that Reading Corps tutors consistently serve a full caseload of students at any given time - 15-20 students for full-time members serving 11 months; 12-15 students for part-time members serving 9 months, 30-40 hours/week.
12. Adhere to the exit criteria guidelines set by Reading Corps, which establish when a student is ready to be exited from Reading Corps services.
13. Provide demographic data & state-assigned student ID number for students receiving Reading Corps services. Note: The Reading Corps program functions in full compliance with state laws and the Family Educational and Privacy Rights Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), the Federal law that governs appropriate protection of student education record data. A detailed description of data required from the site for participating students is provided in the Reading Corps Site Agreement.
14. Support activities and strategies that promote family involvement and increase the reading-rich environment of the site, including implementing the Read at Home (RAH!) family literacy intervention. Collaborating with the Reading Corps tutor, communicate with the parents of students who are receiving Reading Corps services.

## DESCRIPTION OF LITERACY TUTORS

**Role Description:** Iowa Reading Corps AmeriCorps members, trained as Elementary Literacy Tutors, work one-on-one with K–3 students who need help practicing their reading skills. They use prescribed, research-based literacy interventions and conduct weekly progress monitoring to ensure the student is on track to read at the end of 3rd grade. Members make a 9 or 11 month commitment to national and community service.

Reading Corps Tutors DO:	Reading Corps Tutors DO NOT:
	
Provide supplemental reading practice	Supplant services provided by the school or site employees
Provide 20 minute daily 1-1 tutoring sessions to a full caseload of students during the school day (15-20 for full-time tutors)	Help on the playground, provide lunch duty supervision, help with reading groups or other tasks throughout the school day
Collect benchmark data to determine which students are eligible for Reading Corps tutoring	Rely on teacher recommendation to determine which students are eligible for Reading Corps tutoring
Use students assessments provided by Reading Corps	Use student assessments provided by the school
Work with students who are below proficiency in reading who could benefit from extra practice	Work with very low performing students who need the help of a trained, licensed teacher
Use researched-based interventions provided by Reading Corps	Use other school-based interventions or create their own lesson plans
Use the Reading Corps intervention selected by their Internal Coach with each student they tutor	Make their own decisions about what intervention is best for a student
Use grade-level reading passages during tutoring sessions	Use books during tutoring sessions
Conduct weekly 1-minute assessments to monitor progress & inform instruction	Make a guess about how a student is progressing and responding to an intervention
Meet with their Internal Coach to review and discuss individual student progress graphs	Make their own decisions about an intervention change or exiting a student (coaches do this)
Serve every day at their school for the year, 40 hours per week	Have flexibility in their schedule for when they want to show up at the school
Come from a variety of backgrounds – recent graduates, stay-at-home parents, retirees, etc.	Need to have a degree in education to be successful as a Reading Corps tutor
Receive a living allowance (& other benefits) from AmeriCorps as part of their service	Receive a wage / benefits from the school

## DESCRIPTION OF INTERNAL COACH/SITE SUPERVISOR

Literacy coaching is a critical element to the success of Reading Corps and its students. The ability to provide adequate coaching support must be carefully considered in becoming an Iowa Reading Corps AmeriCorps site.

Unless the school is providing a portion of the AmeriCorps Program participation fee, the primary cost for a school is devoting a % of time for a staff person to be the Internal Coach. The participation fee for a full time member will not exceed \$9750; the fee for a half time member will not exceed \$5200. The final fee amount will be known in May 2017.

Internal Coach/Site Supervisor Description	
<b>Role</b>	The Internal Coach/Site Supervisor is designated by the principal and will be trained by the Reading Corps AmeriCorps program to provide literacy support and oversight to the Reading Corps AmeriCorps members. Internal Coaches will uphold the Reading Corps model and act as a liaison between teachers and members or program staff.
<b>Person</b>	<p>School psychologists, Rtl Specialists, reading teachers, or literacy specialists are excellent candidates for Internal Coaches. Classroom teachers and administrators are typically <u>not</u> good candidates for Internal Coaches because it is difficult to find time to conduct observations during the school day.</p> <p>An Internal Coach should:</p> <ul style="list-style-type: none"> <li>➤ Be knowledgeable about the use of curriculum-based measurement</li> <li>➤ Be knowledgeable about scripted reading interventions (Standard Treatment Protocol)</li> <li>➤ Have time available to dedicate to the program, including attending required training and coaching sessions</li> <li>➤ Be knowledgeable in reading instruction</li> </ul> <p>We recommend that principals be thoughtful about <i>incorporating</i> this responsibility into a staff person's position. Challenges occur when a principal assigns this responsibility to a staff person who already has many other responsibilities.</p>
<b>Time Commitment</b>	<ul style="list-style-type: none"> <li>• Average of <b>6-9 hours</b> of coaching and support <b>per tutor per month</b></li> <li>• 32 hours of training (new coaches) or 16 hours of training (returning)</li> </ul> <hr/> <p style="text-align: center;">Required training + coaching for <b>1 tutor</b> = approx 0.1 FTE</p> <hr/> <p style="text-align: center;">Required training + coaching for <b>2 tutors</b> = approx 0.15 FTE</p> <hr/> <p style="text-align: center;">Required training + coaching for <b>3 tutors</b> = approx 0.2 FTE</p>
<b>Training</b>	<p><b>Training Institute:</b> Internal Coaches are required to attend Reading Corps Training Institute in September. New coaches attend three consecutive days (24 hrs) of training while returning coaches attend one day (8 hrs) of training.</p> <p><b>Ongoing Training:</b> Internal Coaches will attend 1 day (8 hrs) of Reading Corps training in October or in the month following the placement of the member.</p>

<b>Responsibilities</b>	<p>Provide an <b>on-site orientation</b> for the member to introduce him/her to your school</p> <p>Provide support to allow the member to develop professionally throughout the year, including inviting the tutor to participate in <b>professional development opportunities</b> at the service site and in the community</p> <p><b>Complete a twice-monthly intervention integrity checklist</b> for each intervention observed, provide feedback to the tutor, and submit forms to Reading Corps</p> <p><b>Complete an Observing and Rating Administrator Accuracy (ORAA)</b> three times a year during the benchmark periods. This must be completed until the administration by the tutor is reliable and standardized, 95% accuracy</p> <p><b>Set a daily tutoring schedule</b> with the tutor that includes the ability to serve 40 hours per week (full-time tutors) or 20 hours per week (part-time tutors) at the site, with a full caseload of students at any given time (15-20 students for full-time tutors / 12-15 students for part-time), with tutoring sessions occurring each day for 20 minutes per session</p> <p>Select and give tutors access to numbered and <b>grade-level passages</b> (<u>not</u> books) to use during tutoring sessions (ex. Read Naturally, Easy CBM, Reading A to Z)</p> <p>Work collaboratively with the tutor to <b>select and exit students</b> according to Reading Corps criteria, and determine appropriate reading interventions</p> <p>Ensure the tutor is <b>accurately reporting student data</b>, including assessment scores and demographic information</p> <p><b>Consult with the Master Coach</b>, 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 Master Coach visits ranges from once a month to three times per year, depending on the site's needs &amp; Internal Coach's experience with Reading Corps. Additionally, Master Coaches, Internal Coaches, and tutors engage in monthly discussions and review of student data/progress.</p> <p>Work closely with Reading Corps AmeriCorps program staff and site administration to <b>proactively address performance issues</b> if they arise. Members are expected to adhere to site policies and procedures regarding confidentiality, safety, dress code, attendance, etc.</p> <p>Participate in <b>special site visits</b> to highlight and demonstrate the effectiveness of the Reading Corps program. These site visits may include media, legislators, corporations, and other parties involved in funding.</p> <p><b>Review and approve member timesheets</b> in Iowa Grants twice a month and complete a <b>member performance evaluation</b> two times per year</p> <p>Complete a <b>semi-annual online program survey</b> and participate in <b>semi-annual site visits</b> with Reading Corps AmeriCorps program staff and other key stakeholders</p>
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## COSTS OF READING CORPS AMERICORPS PROGRAM

A **program participation fee** (no more than **\$9750 for full time and \$5200 for half time members**) is required in order to receive a Reading Corps tutor. In many instances, this fee may be covered in all or in part by a local United Way or by the school. United Ways of Iowa leverages federal funds through the Corporation from National and Community Service and private funds from local United Ways and foundations to implement the Reading Corps AmeriCorps program. Unless the school is directly paying the participation fee, the primary cost for the school is allocating time for the Internal Coach to fulfill his/her responsibilities and other costs as noted below.

Description of cost	AmeriCorps pays	Site pays
Member recruitment efforts (i.e. newspaper ads)	✓	✓
Background checks on members	✓	*
Member living allowance	✓	
AmeriCorps benefits (insurance for full time tutors, education award, forbearance)	✓	
Worker's Compensation policy for members	✓	
Member mileage to attend required trainings (available for members who travel more than 100 miles round trip)	✓	
Member mileage to attend site-required training (if applicable)		✓
Cost of including member's on site-sponsored training		✓
Misc. supplies used by member (e.g. markers, photocopies, paper, stickers)		✓
Computer and Internet access for member		✓
Work space for the member, including locked file cabinet		✓
Salary of Internal Coach to fulfill Reading Corps AmeriCorps responsibilities		✓**
Salary of Master Coach to fulfill Reading Corps responsibilities	✓	
Reading Corps manual, including assessment & intervention materials	✓	
<u>Expenses related to Internal Coach's attending of Program training:</u>		
Training content fees for <b>regularly scheduled</b> program related trainings	✓	
Training content fees for <b>make-up</b> Reading Corps AmeriCorps trainings		✓ (\$75/hr)
Travel expenses (e.g. lodging, mileage, food, parking, etc.)	<b>Lunch</b>	✓
Salary of Internal Coach to attend training days		✓
Cost of substitute to allow Internal Coach to attend <u>all</u> training days		✓

\* If district policy requires a background check beyond what is conducted by the AmeriCorps program (NSOPW, State of residence check and FBI fingerprint check), that fee is not paid by the program, nor may it be passed on to the member.

\*\* We recommend that principals be thoughtful about *incorporating* the Internal Coach/Site Supervisor responsibility into a staff person's position. Challenges occur when a principal assigns this responsibility to a staff person who already has many other responsibilities.

## PROGRAM APPLICATION, NOTIFICATION & TRAINING TIMELINE

March 9, 2017	Site application released to schools
March 10, 2017	Iowa Reading Corps AmeriCorps Member Application released online
<b>April 6</b>	Site Application <b>due</b> for <b>current</b> Reading Corps AmeriCorps schools
<b>April 7</b>	Site Application <b>due</b> for <b>new</b> applicants (schools not hosting Reading Corps AmeriCorps members for the 2016-17 year)
Week of April 24	Returning schools notified about 2017-18 site selection decisions (“site awards”); Site Agreement follows
Week of April 24	Follow up with new applicant schools, if necessary
Week of April 31	New Reading Corp AmeriCorps schools notified about 2017-18 site selection decisions (“site awards”); Site Agreement follows
April - August	Recruitment and selection period for the Reading Corps AmeriCorps member positions
April - August	Member Recruitment and selection consultation between Program Staff and Reading Corps AmeriCorps sites
<b>May 19</b>	<b>Signed Site Agreement returned to United Ways of Iowa</b>
May 30	Internal Coaches identified and registered to attend Reading Corps Training Institute
<b>July 31</b>	<b>Goal date for all AmeriCorps member positions to be filled!</b> <i>(unfilled positions may be re-assigned to other sites)</i>
September 5-7	Reading Corps Training Institute in Des Moines for new Internal Coaches
September 6	Reading Corps Training Institute in Des Moines for returning Internal Coaches
September 5-8	Reading Corps AmeriCorps Member Orientation and Training Institute at all locations for both new and returning AmeriCorps members
September 6-8*	Reading Corps Training Institute in Davenport for new Internal Coaches
September 7*	Reading Corps Training Institute in Davenport for returning Internal Coaches
October 30 & 31*	Great Leaps training for all 1 <sup>st</sup> and 2 <sup>nd</sup> year members and all 1 <sup>st</sup> and 2 <sup>nd</sup> year Internal Coaches

*Dates included in this timeline are subject to change based on program need.*

*\*Tentative dates and locations. Locations are dependent on sufficient number of members to merit an orientation and training site outside of Des Moines metro area.*