Minnesota Reading Corps and Minnesota Math Corps

Serve one year. Change the future.
Minnesota students need a boost.

1 out of 3 third graders does not read at grade level.

40% of eighth graders are not proficient in math.
Our Goal:
All children will have the opportunity to be proficient readers by third grade.
Minnesota Reading Corps: An evidence based model to improve literacy
Almost three-quarters (74%) of children who read poorly in third grade continue to read poorly in high school, making third grade reading proficiency a key predictor of high school drop-out rates.
Reading Corps Growth
Measurable Results Spur Demand

Children served increased from 250 in 2003 to 30,000 projected for 2012-2013
Minnesota Reach

Since 2003, Minnesota Reading Corps has helped nearly 150,000 struggling students learn to read.

The program operates in 77 of the 87 Minnesota counties, 700 sites statewide.

In 2014-2015, more than 1,200 tutors are serving 30,000 students.

Reading Corps has gained national acclaim and is replicating the Minnesota model in seven additional states and Washington D.C.
Minnesota and Beyond: More States Clamor for Reading Corps
Supporting Age 3 to Grade 3 Students

PreK Settings:
• Tutor placed in a PreK classroom to support students throughout the day
• Literacy support provided during:
  • Whole classroom
  • Small group time
  • One-on-one tutoring

K-3 Settings:
• Tutor provides one-on-one, 20-minute tutoring sessions throughout the day
• Literacy support provided during:
  □ One-on-one tutoring
Reading Corps Master Coach

School Internal Coach
6-9 hours per tutor per month

Data-Based Decision Making
Evidence-Based Interventions & Progress Monitoring
Implementation Fidelity
Student Selection

Prioritize students below target score

Reading Corps Students

Tier 1

Tier 2

Tier 3

Below Target
Reading Corps Master Coach

School Internal Coach
6-9 hours per tutor per month

Data-Based Decision Making
Evidence-Based Interventions & Progress Monitoring
Implementation Fidelity
Monitor the progress of targeted children regularly

Universal screening in Fall, Winter and Spring
Intervention Selection

- Research-based strategies to help students practice reading skills
- Happen for 20-minutes each day with each student
- Interventions are evidence-based
- Direct, explicit instruction - Standard Treatment Protocol
- Selected by the Internal Coach

<table>
<thead>
<tr>
<th>Reading Corps Intervention List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phoneme Blending</td>
</tr>
<tr>
<td>Phoneme Segmenting</td>
</tr>
<tr>
<td>Letter/Sound Correspondence</td>
</tr>
<tr>
<td>Blending Words</td>
</tr>
<tr>
<td>Newscaster</td>
</tr>
</tbody>
</table>
Response to Intervention: Analyze data to make instructional decisions
2nd Grade Student Graph Example
Targets (2013-14): Fall = 48, Winter = 82, Spring = 100

Team responds to data and changes intervention; Steady progress!
Reading Corps Master Coach

School Internal Coach
6-9 hours per tutor per month

Data-Based Decision Making
Evidence-Based Interventions & Progress Monitoring
Implementation Fidelity
Family Engagement:
Talk, Read and Write With Me!

Book, Journal, Whiteboard, and writing utensils sent home each week
Family Engagement: Read at Home (RAH!)

Building a personalized binder of reading passages to read at home with the family for more practice!
Results
What did NORC at the University of Chicago study?

I. Process Assessment
   - Understand *how* Minnesota Reading Corps is achieving its goals and identify best practices and lessons learned for replication

II. Impact Evaluation
   - Determine *impact* of Minnesota Reading Corps on students
     - Evaluation of K-3 program (2012-13 school year)
     - Evaluation of PreK program (2013-14 school year)
Impact Evaluation: Key Results

• The *Minnesota Reading Corps program is replicable* in multiple school settings using AmeriCorps members with varied backgrounds.

• Kindergarten, first, and third grade students who received Reading Corps tutoring achieved *significantly higher* literacy assessment scores than students who did not.

• Reading Corps tutoring resulted in statistically *significant impacts across groups* with higher risk factors (ethnicity, Dual Language Learners, Free/Reduced-Price Lunch, lower starting scores).
A Growing Body of Evidence

Reading Corps participants:

- Are nearly three times less likely to be referred to special ed (Heistad, 2012)
- Outperform peers on the Kindergarten Readiness Assessment (Heistad, 2005-2009)
- Score twice as high as their peers, after a single semester of tutoring (NORC, 2014)
- Demonstrate greater growth, even with higher risk factors (NORC, 2014)
Reading Corps students make real gains

- After a single semester of tutoring, the average kindergarten student with a Reading Corps tutor performed twice as well as students without one.
- Reading Corps students increased their skills regardless of the experience background of their tutor.

Source: NORC at University of Chicago, 2014
PreK Analysis Summary

- Minnesota Reading Corps PreK students met or exceeded spring targets – **Kindergarten Ready!**
  - PreK students at comparison sites met spring targets for letter names only

- **Significant effects** for all five measures
  - Largest effect sizes for phonological awareness measures (rhyming, alliteration) and letter sound correspondence (>0.66 effect sizes)
  - **Impressive growth** in vocabulary (0.49 effect size)
Due (at least in part) to our participation in Minnesota Reading Corps ...

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greater emphasis has been placed on selecting reading interventions that have a scientific base</td>
<td>83%</td>
</tr>
<tr>
<td>Teachers now view progress monitoring data as an important method to evaluate the impact of instruction on students</td>
<td>73%</td>
</tr>
<tr>
<td>Instruction is now modified if student performance is not improving based on progress monitoring data collected</td>
<td>80%</td>
</tr>
<tr>
<td>Reading Corps is an integrated part of our building’s pre-referral, or other problem-solving or targeted intervention system</td>
<td>90%</td>
</tr>
<tr>
<td>Minnesota Reading Corps adds value to the instructional program at my school.</td>
<td>98%</td>
</tr>
<tr>
<td>Minnesota Reading Corps members make a positive difference in the way the students’ literacy needs are met at our school.</td>
<td>99%</td>
</tr>
</tbody>
</table>
RESULTS: Reading Corps Graduates Make Great Progress

All Reading Corps graduates were on a path to failure, but because of individualized tutoring they received, eight out of 10 graduates passed the 3rd grade state reading exam (MCA – II).

All Minnesota students who passed the MCA-II = 80%

Reading Corps Graduates who Passed the MCA -II

MN Reading Corps Participants who Passed the MCA- II

Source: 2011-12 Statewide Minnesota Reading Corps End-of-Year Evaluation
Math Corps students make real gains

- 74% of students meet or exceed their growth targets
Who can be a tutor?

We look for:
- A commitment to service and children
- A sense that a year of service fits in their lives right now – personally and professionally
- Recent grads, parents, career-changers, veterans, retirees make great candidates!

Requirements:
- U.S. citizen or Permanent Resident
- 18 years or older
- High School Diploma or GED
Benefits of serving

- Living stipend - $544 (FT)
- Education award - $5,73- (FT)
- Federal student loan forbearance
- Career experience, comprehensive training, and resume boost
- Health insurance (FT); child care (FT)
- Many new little friends who blossom and love learning
Let’s Work Together to Make a Difference!