

## Feasibility Study of the Minnesota Reading Corps Teacher

School Name: \_\_\_\_\_

Site Visitor Name: \_\_\_\_\_

Date: \_\_\_\_\_

Location: \_\_\_\_\_

Interviewee Name(s) and Title(s): \_\_\_\_\_

### Introduction

Good morning/afternoon. My name is [INSERT NAME] and I am with [NORC at the University of Chicago/Plus Alpha/TIES]. We are working on behalf of the Corporation for National and Community Service to conduct a feasibility study of the Minnesota Reading Corps program.

We are conducting these interviews for three main reasons: to provide a quick overview of each project and identify best practices; to better understand the potential effects of the program on both the students and AmeriCorps Members; and to determine whether or not it will be possible to conduct a subsequent full evaluation of the program.

This interview will cover these topics and others as we seek to understand your project’s processes and strategies and any aspects of your program that can be replicated in other AmeriCorps programs. The interview should take approximately 30 minutes. Your open and honest opinions are appreciated, but participation is voluntary and you may choose to skip any questions or end the interview at any time. Please also be advised that we will be providing an evaluation report for each individual project to CNCS. While we will not use your name or any others in this report, and we will attempt to minimize the use of identifiable information, it may be possible for CNCS or other staff from *[the school]* to identify you through your position or through other details that you share in your interview.

If you have questions about the study after this interview, please contact the Project Director, Carrie Markovitz, at 301-634-9388. If you have questions about your rights as a participant in this research project, please call the NORC Institutional Review Board Administrator at 866-309-0542.

Do you consent to participate in this discussion?

[If “yes” then proceed. If “no” then terminate interview.]

**BACKGROUND**

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*First we would like to ask a few background questions about your involvement in the MRC program and getting the program started at [name of site/school].*

1. How long have you been a teacher at [site name/school name]?
  
2. When did students in your classroom begin receiving literacy support from the Reading Corps program?
  
3. How many MRC tutors have you had tutor your students? Over how many years?
  
4. Did any teachers, including yourself, have any concerns about adhering to the MRC model as a condition for becoming an MRC site?
  
5. Were any school policies and procedures changed to support program implementation?  
**YES NO**
  - a. [IF YES] Please describe.

**MRC PROGRAM IMPLEMENTATION: CLASSROOM-LEVEL**

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*We are interested in how the MRC program model is being implemented in each classroom and the AmeriCorps Members’ role in delivering the required program components.*

*To begin, from the form that was completed by the site/school in advance, Please confirm that:*

- \_\_\_\_\_ AmeriCorps Members are placed in your classroom. [Insert #]
- Literacy interventions are provided to: [Insert from form]
  - o the WHOLE class.
  - o just those students selected for Tier 2 and Tier 3 interventions.
- \_\_\_\_\_ Students are involved. [Insert #]

6. How are parents notified of students' eligibility?
- a. Do you require parental permission in order to provide services? **YES** **NO**  
[If YES] What is the process for obtaining permission (passive or active consent)?
- b. Have any parents declined the offer to have his/her child tutored? **YES** **NO**  
[If YES] How does the school handle these cases?
7. Please describe the process/criteria for matching students with tutors.
8. What is the process for assessing whether the AmeriCorps Member is conducting the interventions and/or assessments and delivering the program components according to the MRC model?
- a. Please describe the process.
- b. Is each component implemented as intended?
9. Were the materials or processes provided by MRC *adapted* in any way at [name of site/school]?  
**YES** **NO**  
[If YES] How? Please describe. [*PROBE: Who was involved? Was the adaptation approved by the Master Coach? Was MRC involved? Did MRC approve the adaptation?*]
10. From your perspective, how are the students responding to the delivery of the Reading Corps interventions?

**[IF SCHOOL HAS PREK AND K-3rd PROGRAM]**

11. Roughly what percentage of your school's K-3<sup>rd</sup> students also participated in the MRC pre-K program? [*PROBE: Ask about student turnover/attrition rate at school.*]
  
12. Have you observed any differences in the students who participated in the MRC pre-K program vs. those who did not in terms of their need for additional tutoring assistance from the K-3<sup>rd</sup> program?
  
13. In your opinion, to what extent does exposure to the MRC pre-K program provide the K-3<sup>rd</sup> students an edge over the ones that did not receive any pre-K intervention?
  
14. What other supplemental program(s) is/are used in your site/school for students that are struggling? Please identify.
  - a. How is/are it/they similar to or different from MRC?  
*[PROBE: Eligibility criteria; Time on task; Types of interventions; Assessment processes; etc ]*

## **RESULTS AND LESSONS LEARNED**

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*As we conclude our interview, we would like to ask you about your perceptions about the effectiveness of the MRC program and what have been some of the key lessons learned.*

15. In your opinion, has MRC helped students better meet their reading proficiency targets? Why or why not?
  
16. What lessons have been learned about implementing the program at [name of site/school] that might be helpful to other sites/schools?