

## **Feasibility Study of the Minnesota Reading Corps AmeriCorps Member**

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**

*First, we would like to discuss your general experience serving as an AmeriCorps Member at [name of site/school].*

1. Is this your first year serving as an AmeriCorps Member with MRC?     **YES**    **NO**
  - a. [IF NO] How many years have you served as an MRC tutor? \_\_\_\_\_ **years**
    - i. Have you always served at the same school? **YES NO**
    - ii. Have you always served in the same position? **YES NO**
    - iii. At which other schools have you served?
  
2. Are you full-time (40 hours) or part-time (20 hours) member?             **FT**    **PT**
  
3. Why did you decide to apply to be an AmeriCorps Member for MRC?
  
4. What responsibilities do you have as an AmeriCorps Member at [name of site/school]?  
*[PROBE: Provide tutoring only; Recruit and /or train volunteers to support school-based literacy efforts (e.g., read with students during after-school time); Develop literacy resources for families; Coordinate literacy events for families; Other: \_\_\_\_\_)]*

**TRAINING AND ORIENTATION**

*Please tell us about your training and orientation to [name of site/school].*

5. In addition to the initial training you received prior to being placed in your school, did you receive any additional training once placed in your current school?   **YES NO**
  - a. [IF YES] What kind of training did you receive? Was it from MRC, the school/site, or another source?
  
6. Is there additional training you wish you would have had before you started as a tutor?
  
7. How did the other school staff (director/principal, teachers, counselors) react to your addition to the site/school when you first began serving?

**MRC PROGRAM IMPLEMENTATION**

*We would like to learn more about how the interventions and tutoring actually occurs at [name of site/school] with Pre-K students.*

8.
  - a. What types of interventions are provided to Tier 2 and Tier 3 students? Briefly describe.
  - b. Is tutoring provided one-on-one, in small groups? to the whole class?
  - c. Do you feel that you contribute to making the environment more literacy-rich? YES NO
    - i. [IF YES] In what ways?
    - ii. [IF NO] Why not?
  
9. We would like to know when the *interventions/tutoring sessions* are conducted.
  - a. How many days per week do students attend? [*PROBE: 5-days, 4-days, 3-days.*]
  - b. Are literacy interventions provided each day?
  
10. What is the duration of the Tier 2 or Tier 3 intervention? \_\_\_\_\_
  
11. Do each of your targeted students receive the same number of:
  - a. Tier 2 or Tier 3 interventions? **YES NO**
  - b. [IF YES] Is this an effective strategy?
  - c. [IF NO] How are these decisions made for each student and by whom?
  
12. Where do Tier 2 or Tier 3 interventions take place?  
*Indicate place:* \_\_\_\_\_
  - a. [IF THE INTERVENTION IS PROVIDED TO THE WHOLE CLASS] Does the teacher stay in the classroom while the tutoring session is conducted?
  - b. [IF THE STUDENTS ARE REMOVED FROM THE CLASSROOM]
    - i. Where exactly does the tutoring take place?
  
13. How often do you meet with the Internal Coach for coaching sessions? \_\_\_\_\_
  - a. What kinds of topics are addressed? [*PROBE: Engagement, delivery of content, challenges, discipline*]
  - b. Have you received additional training?
    - i. [IF YES] In what areas?
  
14. Were the materials or processes provided by MRC *adapted* in any way at [name of site/school]?  
**YES NO**

[IF YES] Please describe. [*PROBE: Who was involved? Was the adaptation approved by the Master Coach? Was MRC involved? Did MRC approve the adaptation?*]

15. Are you aware of any other efforts to tutor similar students at your school? **YES** **NO**
- a. [IF YES] Are you familiar with their tutoring program? Do you think the other program is similar to the MRC program? How or how not? *[PROBE: similar in tutoring materials, training, instruction, assessments?]*
16. Have you ever shared your tutoring materials or information you learned in your MRC training with other school staff or other non-MRC reading tutors? **YES** **NO**
- a. [IF YES] Do you know if they use the information you shared with them when working with students on reading?

### **MEASURING OUTCOMES/IMPACTS**

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*It is important for any evaluation that we understand your view of the relative effectiveness of the program and how you have benefited from serving with AmeriCorps. So we would like to ask you some questions about your opinions on the success of the MRC program at [name of site/school] and your experience.*

17. In your opinion, is the program successful in helping students improve their literacy or reading skills? How have you determined this?
18. What do you plan to do after you finish serving as an AmeriCorps Member for MRC?
19. Has participating in the MRC affected your plans for the future? If so, in what ways? *[PROBE: Volunteering, teaching, etc.]*
20. Do you have any advice about participating in the MRC program that might be helpful to other AmeriCorps Members? Or ServeMN?