

Process Evaluation 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/TIES]. We are working on behalf of the Corporation for National and Community Service to conduct a process evaluation of the Minnesota Reading Corps program to provide a thorough understanding of the operations and activities of the MRC as it is implemented in each PreK site or elementary school. It will seek to determine if the actual activities and service are true to the intended model of the program, and to assess whether the actual process is likely to produce the intended outcomes and reach the intended target population.

This interview will address 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 45 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 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.]

I would like to record this interview in case my notes are not clear and comprehensive, and to make sure that we accurately report your responses. The recording will be shared only with the small team of researchers working on this study and will be deleted at the end of the project. Do you agree to have this interview recorded for note-taking purposes only?

[IF YES, then proceed. IF NO, then: "That's fine. Please be patient as I take notes."]

BACKGROUND

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. Have you ever assisted in the selection of tutor(s) to serve at your school?
YES NO

[If YES] Please describe your input into the selection process.

5. Did any teachers, including yourself, have any concerns about adhering to the MRC model as a condition for becoming an MRC site?

6. Were any school policies and procedures changed to support program implementation?
YES NO
 - a. [IF YES] Please describe.

MRC PROGRAM IMPLEMENTATION: CLASSROOM-LEVEL

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::

PreK	K-3
<ul style="list-style-type: none"> • _____ AmeriCorps Members are placed in your classroom. [Insert #] • Literacy interventions are provided to: [Insert from form] <ul style="list-style-type: none"> o the WHOLE class. o just those students selected for Tier 2 and Tier 3 interventions. • _____ Students are involved. [Insert #] 	<ul style="list-style-type: none"> • _____ AmeriCorps Members works with students in your classroom. [Insert #] • _____ Students receive tutoring for the school year [Insert #]

7. What are the desired student outcomes of the tutoring programs?
- a. Pre-K
 - b. K-3

8. 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?

9. Please describe the process/criteria for matching students with tutors.

10. Has/Have the same AmeriCorps member(s) been working with the same students for the school year? **YES NO**

- a. [IF NO] Why? Did the AmeriCorps Member(s) drop out of the program? [ATTRITION]

11. 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? [IMPLEMENTATION FIDELITY]

- a. Please describe the process.

- b. Is each component implemented as intended?

12. 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?*]

13. Part of the MRC model is for the Internal Coach to meet with the AmeriCorps Member on a regular basis for assistance, coaching, and support. [IMPLEMENTATION COMPONENT, COMMUNICATION]

- a. Do these meetings take place as planned? **YES NO**

- b. Do you ever take part in these meetings? **YES NO**
 - i. [IF YES] What do you discuss (student progress, tutoring strategies, etc.)?

 - ii. [IF NO] Why not?

14. From your perspective,

- a. PreK How are the students responding to the delivery of the Reading Corps interventions?
- b. K-3 How are the students in your classroom responding to the tutoring session?

15. How do students feel about being tutored [K-3]?

[*PROBE: Enjoy it? Cooperative? Resistant to being tutored? Upset at being pulled out of class? Upset about having to do more work?*]

16. Are there any particular characteristics of the AmeriCorps Members that enhances or hinders their ability to work with children?

ORGANIZATIONAL SUPPORT FOR AMERICORPS MEMBERS AND MRC PROGRAM

We are interested in your observations of the AmeriCorps Member(s) and how s/he fit in with the rest of the school staff and the types of supports provided.

17. In your opinion, is the AmeriCorps Member sufficiently trained to serve as a literacy tutor?

YES NO

a. [IF NO] Are there any areas where the training of AmeriCorps Member could be improved?

18. In your opinion, does the AmeriCorps Member receive adequate supervision from Minnesota Reading Corps program? From the Internal or Master Coach?

19. Are AmeriCorps Member(s) considered part of the school staff? Do they ever participate in staff meetings, parent-teacher conferences, teacher development sessions, etc?

20. What types of supports does the school staff provide the AmeriCorps Member(s)? *[PROBE: Meetings with Internal Coach, advice, sharing materials, etc.]*

21. Overall, are you satisfied with the *literacy interventions* [PreK]/*tutoring services* [K-3] provided by the AmeriCorps Member? **YES** **NO**

a. [IF YES] What specifically?

b. [IF NO] What needs to be improved?

RESULTS AND LESSONS LEARNED

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.

25. In your opinion, has MRC helped students better meet their reading proficiency targets? Why or why not?

26. What lessons have been learned about implementing the program at [name of site/school] that might be helpful to other sites/schools?

Thank you for your time. We appreciate it very much.