



Washington Reading Corps Implementation and Impact Evaluation



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2014–2015 Report

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Washington Reading Corps
Office of Superintendent of Public Instruction
Olympia, WA 98504

Washington Service Corps
Employment Security Department
Lacey, WA 98503

Prepared by
RMC Research Corporation
111 SW Columbia Street, Suite 1030
Portland, OR 97201



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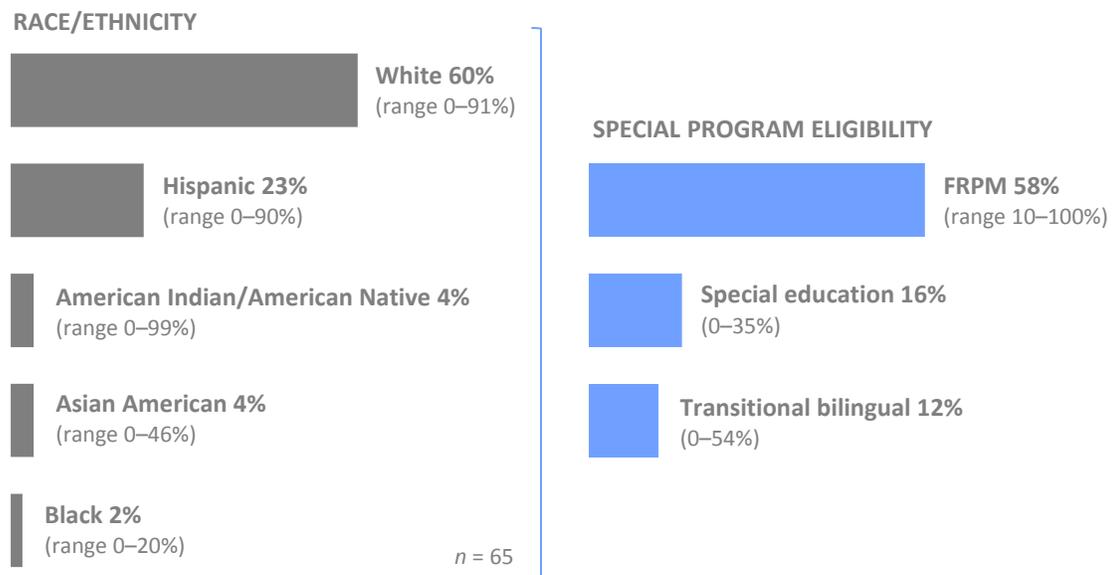
Program Overview

The Washington Reading Corps places AmeriCorps members in education and community sites with the goal of supporting the development of foundational skills of struggling readers from pre-Kindergarten through Grade 6. The program seeks to achieve that goal through effective collaboration involving schools, families, community members, business and state partners, and AmeriCorps. At the state level the Washington Reading Corps (WRC) is a partnership between the Washington Service Corps (WSC) and the Office of Superintendent of Public Instruction (OSPI) that has been supported since 1998 by the Washington State Employment Security Department, SERVE Washington.

To improve students' reading skills Washington Reading Corps members provide (a) one-on-one or small-group tutoring using research-based reading programs, (b) reading support for families through outreach and educational activities, and (c) recruitment and training of community volunteers to expand the program's impact. The program logic model and theory of change developed by the Washington Reading Corps appear in Appendix A. **In 2014–2015 the Washington Reading Corps placed 128 members in 4 early learning centers, 3 community centers, and 66 schools across 47 school districts and 23 counties in Washington State.** According to the OSPI website,¹ the participating schools had an average total enrollment of 364 students (range 68–617) and an average class size of 15 students (range 8–20). Data available for 65 of the 66 schools indicate that the majority of students were White or Hispanic and qualified for free or reduced-price meals (see Exhibit 1). Teachers had an average of 14 years of teaching experience (range 7–22 years).

Exhibit 1

The majority of the students in Washington Reading Corps schools were White or Hispanic and qualified for free or reduced-price meals.



¹Data source: <http://reportcard.ospi.k12.wa.us/DataDownload.aspx>

Program Implementation

The implementation evaluation for 2014–2015 addressed program outputs around members’ professional development, tutoring, students’ program participation and completion, facilitators, barriers, best practices, and sustainability of Washington Reading Corps activities at the local level. The evaluation questions and their data sources are presented in Appendix A (see Exhibit A1). The program implementation analyses included data synthesized from various sources:

- PD** Program data
- STL** Student tracking logs
- MS** Washington Reading Corps member survey (see Appendix C)
- SI** Staff interviews conducted by telephone with select school staff (see Appendix D)

Washington Reading Corps Program Outputs

Evaluation Question

To what extent are the Washington Reading Corps programs being implemented?

Core Reading Programs and Materials

PD

As part of their 2014 application to participate in the Washington Reading Corps program, sites provided brief descriptions of their core reading programs and intervention materials. These included programs such as Scholastic Reading Program, Silver Burdett Reading Program, Read Naturally, Read Well, Harcourt Trophies, Read 180, Reading Mastery, Early Reading Intervention Trophies, Imagine It! and Journeys, among others.

Tutoring Programs

PD

SI

In addition to core reading instruction, students identified for Tier II services receive supplemental tutoring in reading through the Washington Reading Corps program. The approaches proposed by applicants included Scholastic Guided Reading Texts, Leveled Literacy Intervention (Fountas and Pinnell), Read Naturally, Read Well, Early Reading Intervention, Lexia, Reading Mastery, and Corrective Reading, among others. Applicants indicated which staff would ensure that the tutoring was aligned with their core reading curricula—and the materials that Washington Reading Corps members would use to support this alignment. According to site supervisors interviewed at a sample of 8 schools, training and feedback on members’ use of school-specific reading approaches was provided from the member supervisor (literacy specialist, Title I Learning Assistance Program teacher, or site supervisor) or sometimes from the classroom teacher using a push-in tutoring delivery model.

Tutoring Implementation

MS

SI

Based on feedback collected from the WRC member survey and the staff interviews, 4 main implementation findings emerged.

- **The majority of WRC sites implement the tutoring model with fidelity.** Washington Reading Corps member survey respondents rated the extent to which 2 key aspects of tutoring were implemented at their site in 2014–2015. On a scale ranging from *not at all* to *to the full extent*, over 80% ($n = 101$) said implementation was *to the full extent* for (a) 20-minute tutoring sessions with Tier II intervention students 3 times a week (81%) and (b) small-group tutoring with no more than 6 students in each session (85%).
- **Schools used push-in or pull-out delivery models for Washington Reading Corps tutoring, sometimes implementing both models but at different grade levels.** For example, at one school members used a push-in model with Kindergarten students and used a pull-out delivery model with older students. Similarly, though small-group tutoring was typical, one-on-one instruction also occurred. At several schools members also were involved in before- or after-school reading programs.
- **The staff interviews revealed strong endorsement of the effectiveness of having a Washington Reading Corps member provide tutoring to improve struggling students' reading skills.** Washington Reading Corps school staff described members as “essential,” “a critical piece of helping students,” and “really useful and beneficial.” In particular, the presence of the members increased sites' capacity to provide extra reading practice opportunities for students, serve Tier II students who would not otherwise receive extra reading attention and assistance, and offer smaller reading groups. One school was able to support early literacy skills for pre-Kindergarten and Kindergarten students, providing assistance to younger students than usual—and staff anticipated this early support might reduce students' need for services the following year. Another school reported that their Grade 5 Tier II students, who had had access to Washington Reading Corps members since Kindergarten, were all reading at benchmark—a marked improvement compared to previous Grade 5 cohorts. Data on student growth in reading skills was the most common evidence staff cited to support the usefulness of tutoring by Washington Reading Corps members.
- **The majority of Washington Reading Corps members serve at their site in ways that are consistent with their role.** Most members indicated that they had not been asked to serve in ways beyond their designated role, but some reported being asked to provide general assistance in the classroom ($n = 14$); participate in other school volunteer activities ($n = 4$); or fill in for recess, bus, library, or substitute duties ($n = 6$).

Evaluation Question

To what extent are the Washington Reading Corps programs providing their expected program outputs?

Sites Served

PD

In 2014–2015, 73 sites in Washington State participated in the Washington Reading Corps program, just below the target of 75. These sites included 66 elementary schools, 4 early learning centers, and 3 community organizations (Boys & Girls Clubs). **A total of 128 Washington Reading Corps members**

participated, of whom 21 were returning members (16%). Seventy-four members (58%) began serving in September 2014, 40 began in October 2014, and 14 began in January or February 2015. Sites had between 1 and 5 Washington Reading Corps members, with an average of 2 members per site.

2014 SERVES Institute Training

PD

MS

In October 2014 Washington Service Corps offered the SERVES Institute, a 2-day training (16 hours) that was attended by 118 members (including 12 returning members, whose attendance was optional). A certified trainer conducted the training. Content was drawn from the Language Essentials for Teachers of Reading and Spelling (LETRS) curriculum and addressed how the brain learns to read, phonemic awareness, phonics, fluency, vocabulary, and comprehension. Additional tutoring-related topics included active learning and movement, and strategies for helping all students learn (e.g., English language learners, students with ADHD or autism spectrum disorder). General topics included behavior management skills, professionalism, confidentiality, mandatory reporting laws, the effective use of media, and life after AmeriCorps service. Washington Reading Corps members also received a copy of *ParaReading: A Training Guide for Tutors*, a supplemental module for LETRS based on the National Reading Panel’s recommendations for research-based instruction.²

About 45% of Washington Reading Corps members rated most of the SERVES Institute training topics as very useful or extremely useful (see Exhibit 2). Whereas instruction on the 5 essential components of reading was considered most useful, training on helping all students learn was less useful.

Exhibit 2
Usefulness of SERVES Institute Training Topics

Topic	Not Useful	Somewhat Useful	Useful	Very Useful	Extremely Useful
Active Learning	8%	16%	29%	24%	23%
Phonemic Awareness	6%	17%	32%	23%	23%
Phonics	6%	17%	33%	24%	21%
Fluency	12%	15%	29%	25%	20%
Comprehension	11%	16%	34%	22%	16%
Vocabulary	13%	13%	36%	24%	14%
Helping All Students Learn	18%	27%	31%	10%	15%

Note. n = 74–89; 12 respondents were returning Washington Reading Corps members.

Site-Specific Training

PD

MS

SI

In their applications to receive 2014–2015 Washington Reading Corps members, sites described their plans for site-based training. Each site was expected to train Washington Reading Corps members on certain topics. At least 69% of 103 Washington Reading Corps member survey respondents received a

²National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Retrieved May 19, 2015, from <http://www.nichd.nih.gov/publications/nrp/smallbook.htm>

training on how to track student progress, training on their site’s safety plan, and on their site’s tutoring or intervention program. Training on other topics was reported less frequently (see Exhibit 3).

Exhibit 3
Reported Receipt of Site-Specific Training

Topic	Members
How to track student progress	75%
Safety plan	69%
Site’s tutoring or intervention program	69%
Where to go with questions	68%
Orientation to site	63%
Culture (expectations for dress, attendance, work area)	61%
How students learn to read (critical components of reading)	52%
Behavior management	47%
Strategies for diverse learners	39%
Communication plan for accessing school or site staff	39%
Volunteer recruitment or management plan	30%
How tutoring connects with classroom instruction	28%
Family involvement plan	26%
Strategies for English learners or bilingual students	26%
State English Language Arts standards	16%

Note. *n* = 103.

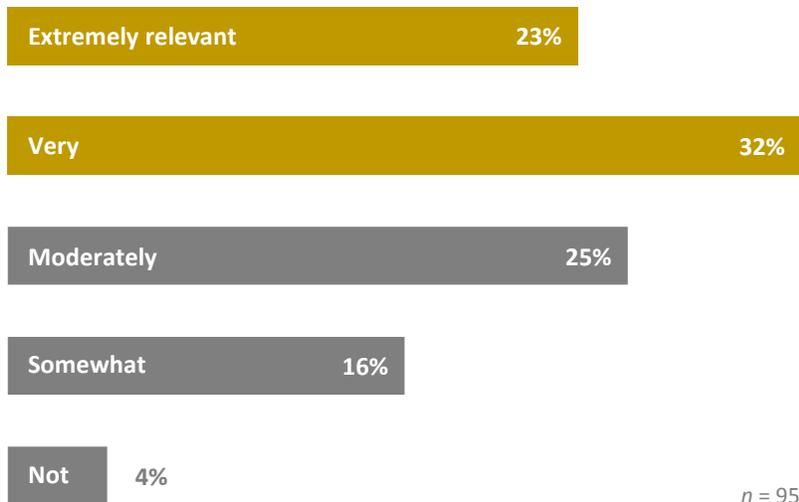
Strategies for English learners or bilingual students. Site supervisors at 8 schools were asked if they provided member training to support bilingual students or English Language Learners. One school provided training because these students were the main population receiving tutoring from Washington Reading Corps members. At another school this kind of training for members was needed and the site supervisor intended to offer it next year. Remaining schools either had very small populations of students who were bilingual or English Language Learners or did not have members tutor them, typically because these students were served through other programs.

Quality and Relevance of Training

MS

Members rated the quality of all types of Washington Reading Corps training they received in 2014–2015 from any source. **About half of those who were offered and attended different types of training (*n* = 76–83) rated the quality as very good or excellent for (a) professional development with school staff (57%), (b) site-specific training (50%), (c) ParaReading training (47%), (d) and other professional development (47%).** Members also rated the relevance of all of the Washington Reading Corps training and professional development they received in 2014–2015 (see Exhibit 4).

Exhibit 4
The majority of the members considered the training they received to be extremely or very relevant to their work.



Tutoring Minutes and Days Provided by Members 2012–2015

STL

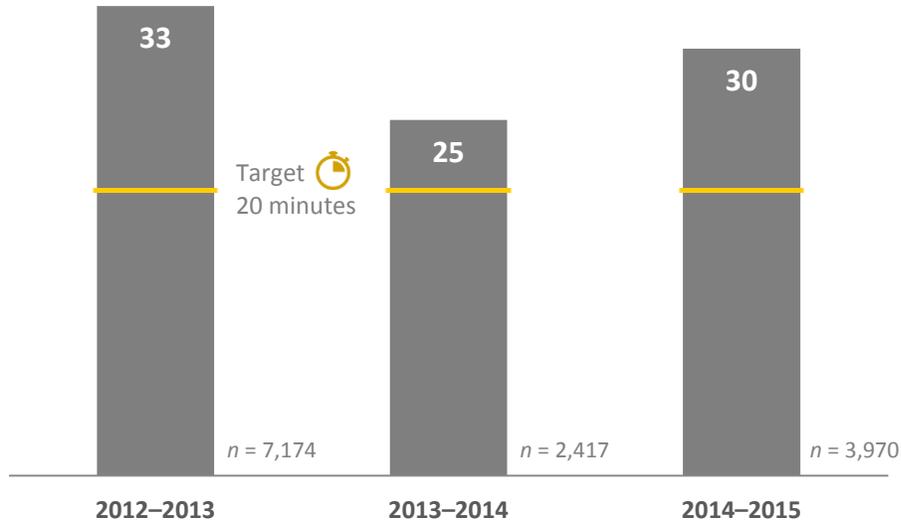
Using the student tracking logs, members recorded the average number of minutes per day and the average number of days per week they provided tutoring to students in pre-Kindergarten through Grade 6. The evaluation team compared these data across 3 years. As Exhibit 5 shows, **on average sites exceeded the target of providing 20 minutes of tutoring per session in 2012–2013, 2013–2014, and 2014–2015.**³ Sites also provided tutoring slightly more than 3 days per week (average of 3.5 days in 2012–2013, 3.4 days in 2013–2014, and 4 days in 2014–2015).⁴

³Minutes per day: n = 7,174 students in 2012–2013, n = 2,417 students in 2013–2014, n = 3,970 in 2014–2015.

⁴Days: n = 7,171 students in 2012–2013, n = 2,404 students in 2013–2014, n = 3,987 in 2014–2015.

Exhibit 5

On average students received more than 20 minutes of tutoring per day.



Washington Reading Corps Program Participation



Exhibit 6 shows the number and percentage⁵ of students in the targeted grades who were enrolled, screened, and tutored in the Washington Reading Corps program at any time during 2012–2013, 2013–2014, and 2014–2015.

Exhibit 6
Washington Reading Corps Participation by Grade

Year	Total	Pre-K/K	G1	G2	G3	G4	G5	G6
2012–2013	7,199	28%	18%	17%	13%	10%	10%	3%
2013–2014	2,417	41%	16%	13%	10%	10%	9%	1%
2014–2015	4,008	27%	22%	19%	14%	9%	7%	2%

Note. Percentages may not sum to 100 due to rounding. Total number of tutoring participants and grades based on student tracking logs.

⁵Fifteen percent of student data had either no pretest date or a date outside of 2012–2014. These students were not removed from 2012–2013 and 2013–2014 analyses, but this finding suggests potentially broader issues with missing data or the quality of data entry.

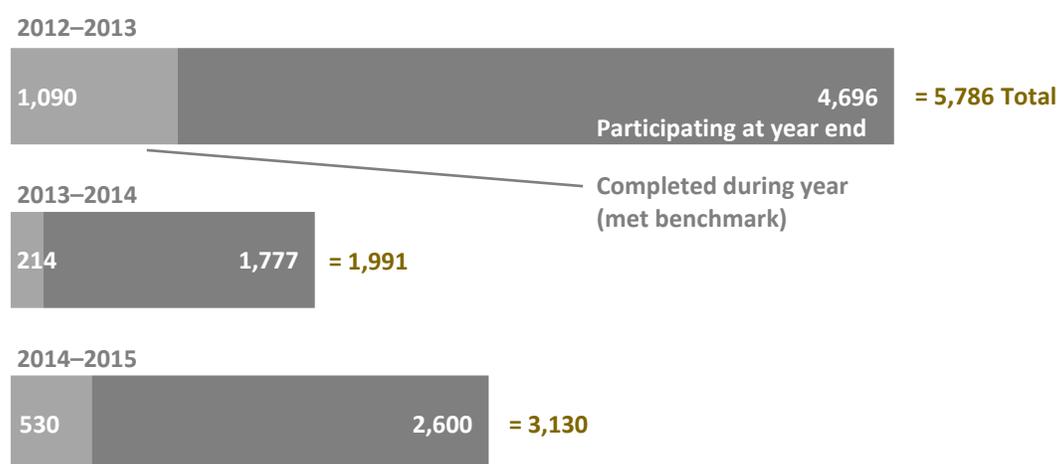
Tutoring Program Participation and Completion

STL

Program completion is defined as either participating in services through spring or meeting the reading benchmark during the year and thus exiting the Washington Reading Corps program. Across all years, the numbers of students still receiving Washington Reading Corps services at the end of the year (defined as between May 16 and June 30 for 2012–2014 and between May 1 and June 30 for 2014–2015) and students who met the benchmark and thus completed the program earlier in the year⁶ were obtained from student tracking logs (see Exhibit 7). Students whose benchmark status was not recorded were not included in this analysis.

Exhibit 7

Roughly 80% of Washington Reading Corps students who began the program completed.



Literacy-Focused School or Home Activities for Parents or Families

PD

In addition to small-group tutoring for students, Washington Reading Corps members were involved in coordinating literacy-focused school or home activities and events for parents and families. The Washington Service Corps' semi-annual progress report noted that Washington Reading Corps members were involved in 143 such activities in the first quarter of 2014–2015, 228 in the second quarter, and 246 in the third quarter, for a total of 617 activities across sites as of June 2015.

Staff interview feedback from 8 schools indicated members typically helped organize or participated in evening family literacy programs. A school Read-a-thon, "Dr. Seuss night," and reading club home activities were other examples of Washington Reading Corps members' involvement in literacy-focused activities for parents and families.

⁶In 2012–2013 and 2013–2014 the variable for *met benchmark* was combined with *improved at least one grade*. In 2014–2015 tracking logs, these were 2 separate variables.

Community Volunteers

PD

MS

SI

One of Washington Reading Corps members' activities was recruiting and training community volunteers to expand the Washington Reading Corps' reach and impact. The Washington Service Corps' data indicated that at the end of June 2015, a total of 3,890 community volunteers involved across Washington Reading Corps programs had provided 40,846 hours of volunteer service related to reading tutoring and support.

However, in relation to members' tasks, members reported that community volunteer recruitment was not as fully implemented as small-group tutoring activities. **On a scale from *not at all* to *the full extent*, only 28% Washington Reading Corps members reported that community volunteer recruitment was implemented to the full extent at their site.** Recruitment of community volunteers also varied by site. From interviews, some staff were unsure about how or whether members were involved in volunteer recruitment. One school said they could use more support to engage members in community recruitment. Staff at 3 schools said they already had a broad volunteer base, or a designated staff liaison to work with community volunteers, so they did not need Washington Reading Corps members to participate in recruitment. The discrepancy between Washington Service Corps' data and members' responses may reflect that community volunteer recruitment is occurring but members are not necessarily involved in this activity.

Supports, Barriers, and Best Practices

Evaluation Question

What barriers or contextual factors are influencing the Washington Reading Corps program implementation?

Implementation Context

SI

Interviewed staff was asked about school contextual factors that might influence effectiveness of the Washington Reading Corps program or member. Contextual factors perceived to support effectiveness included a history of having AmeriCorps volunteers at their school; a culture of teachers open to partnering with volunteers; training provided to members at the school; a lead teacher interested in supervising members; and member characteristics such as energy and an interest in education and reading. Contextual factors perceived to reduce program effectiveness included being a small school with limited resources to support teachers or Washington Reading Corps members; program restrictions that meant members could not assist students struggling to read math vocabulary or math word problems; and local challenges to recruiting and hiring members.

Practices That Support Effectiveness

SI

MS

At the school level, interviewed staff identified three school practices that supported the effectiveness of the Washington Reading Corps program in improving students' reading skills.

- **Training and supervising Washington Reading Corps members at the school level.** All 8 schools identified this as critical to members' effectiveness. Typically this training and supervision was provided by the reading specialist or the Title I Learning Assistance Program teacher. Members received curriculum training at the beginning of the year; were included in on-site trainings; and

received ongoing coaching, communication, and regular meetings to debrief or review student data. Some respondents noted that because the reading specialist or Title I teacher provided training and support for member activities, it was easier for teachers to incorporate members into their daily instruction and benefit from member supports.

- **Integrating Washington Reading Corps members into the school culture.** This integration was linked to teachers' expectations that members' service was beneficial, sometimes based on a school's history of having AmeriCorps members; a culture of collaboration between teachers and other volunteers, including members; or a school practice of intentionally including members in all staff trainings and activities. One school mentioned their members' efforts to build relationships with teachers as crucial before teachers increased member involvement with their students.
- **Using Washington Reading Corps members in ways that fit school needs.** At one school a push-in delivery model was identified as a key reason teachers felt supported and collaborated with members assisting targeted students. Two schools reported that one-on-one instruction from members had impacted reading levels for a whole class of students to a degree that was not possible without the member's extra reading support.
- **Member characteristics may influence effectiveness.** Staff reported that members who were engaged and well-liked by teachers and students and members who sought a career in education were most effective.

At the program level, interviewed staff identified several key aspects of the Washington Reading Corps program that facilitate effectiveness including: (a) use of research-based interventions, (b) use of data to monitor student progress, (c) small-group tutoring format, and (d) the option to support students in general education classrooms (push-in) or to provide additional reading instruction using a pull-out model. Program requirements about using members for intentional instruction, program support for site supervisors and members, member stipends, and the SERVES Institute training were other Washington Reading Corps practices identified by staff as facilitators of effectiveness.

Washington Reading Corps member survey respondents rated the degree to which they found specific program factors helpful. Overall, they found school resources more helpful than resources provided by the Washington Reading Corps state coordinator. Roughly 40% rated as *extremely helpful* (a) support from school administration for the Washington Reading Corps program, (b) time allotted to tutor students, (c) lead teacher involvement with the Washington Reading Corps members, and (d) Washington Reading Corps site supervisor involvement.

Barriers to Effectiveness

SI

MS

Training, scheduling, local community challenges, and Washington Reading Corps program requirements were general barriers mentioned during staff interviews.

- **Lack of member training.** Several staff interviewed mentioned a need for more training at the beginning of the year. Members and school staff also identified a need for more training for those without an education background. Staff from multiple schools suggested that members receive more foundational training to understand reading development, reading components, and how to deliver reading instruction. In some cases members' understanding of reading instruction was perceived to influence teachers' willingness to involve them with students: the more members understood reading instruction, the more willing teachers were to involve them with students. In addition, Washington Reading Corps members and school staff expressed a need for more training on how to work with students with behavioral challenges. In response to

an open-ended survey question about other types of training they would like, Washington Reading Corps members most frequently expressed interest in more professional development in behavior management ($n = 25$), working with a variety of student populations ($n = 15$), reading strategies in general and related to the 5 essential components of reading ($n = 14$), and Washington Reading Corps policies and procedures ($n = 6$).

- **Scheduling conflicts and high demand for services.** Staff and members reported difficulty scheduling tutoring while not conflicting with instruction in other academic subjects. Another challenge for members was inability to meet the demand for tutoring services.
- **Local community challenges.** These challenges included finding affordable housing for members or members being less integrated because they commuted from outside the community. Managing students who lacked family support for academics or behavior management was another challenge.
- **Certain Washington Reading Corps program requirements.** Some school staff interviewed mentioned the “strict” application process; required information, documentation, and forms; restricting members to working only with Tier II students and only in reading; required extra volunteer hours members must accumulate; absence of joint training opportunities for members and supervisors; and difficulty of training members during the summer when school staff were not available.

Implementation challenges cited by survey respondents were categorized as either related to the Washington Reading Corps program or site specific. With regard to *program challenges*, a few members reported issues related to communication from the state (“state coordinators” or “state supervisor,” $n = 8$), a lack of training or training that was not applicable ($n = 3$), and the amount of paperwork required ($n = 3$). The specific communication issues included “miscommunication and uncertainty at all levels of Washington Reading Corps,” “challenges communicating with the state supervisor in Olympia [about] paperwork concerns,” and “knowing deadlines and expectations for the program.”

The most common *site-specific challenges* included scheduling ($n = 16$), a lack of clarity regarding member roles ($n = 6$), the ratio between the Washington Reading Corps member and students ($n = 5$), student behavior ($n = 3$), a lack of integration into the school culture ($n = 3$), and disrespect from school staff ($n = 3$). One Washington Reading Corps member commented:

Many of the teachers either didn't know or didn't understand that sessions were really designed to be 3 times a week and for 20 minutes each. Instead, they tried to get me to tutor more students for less amount of time. It took me being pretty persistent to implement the model. . . . And I still found myself squeezing in shorter meetings that can't even be recorded on the Student Tracking Log just to please the teachers.

Evaluation Question

What best practices can be identified in the Washington Reading Corps program design and implementation?

Several Washington Reading Corps best practices emerged across staff interviews.

SI

- **Elements of the Washington Reading Corps program design.** Interviewed staff consistently emphasized program design elements that strongly benefited students, including greater numbers of students receiving reading support, increased amounts of reading instruction time for students to develop and practice skills, and increased amounts of individualized reading instruction (through small groups or one-on-one instruction).
- **Using data to monitor student progress and assess growth during the school year.** Staff interviewed at all schools identified student data as evidence for the usefulness of tutoring to improve struggling students' reading skills.
- **Training members in reading development, foundational reading skills, and reading instruction.** Schools described providing on-site training to members, in addition to ongoing coaching and supervision around research-based reading practices and reading curricula. Sometimes level of training influenced teachers' willingness to increase members' involvement with students.
- **Having a reading intervention teacher who is closely involved with members.** An involved intervention teacher impacted members' initial training and provided ongoing coaching, supervision, and mentoring to members.

Evaluation Question

To what extent are these changes sustainable?

Sustainability includes 2 broad dimensions: sustainability of reading supports provided by Washington Reading Corps members at the local level, and member retention, such as factors affecting whether members continue to serve for a second year.

Reading Support Sustainability

SI

Staff interviews included questions about what aspects of reading support would continue without the member at their school, and whether written materials exist to describe school activities implemented by members (e.g., organizing reading events, engaging families in activities, or recruiting reading volunteers from the community). Teachers and site supervisors concurred that without a Washington Reading Corps member **reading support would remain, but in a diminished capacity**. Fewer students would receive services, reading groups would be larger, less differentiated instruction might be available, and parent or community volunteers would need to be recruited. At 2 schools after-school reading programs would no longer exist. At one school small-group and individual pull-out services would continue, but no push-in support would be possible without the additional staff provided by the Washington Reading Corps. At some schools supervisors anticipated family literacy nights would continue, whereas others were less optimistic about sustaining literacy nights and before- or after-school tutoring programs, due to lack of staff or lack of funding to pay staff to organize these activities.

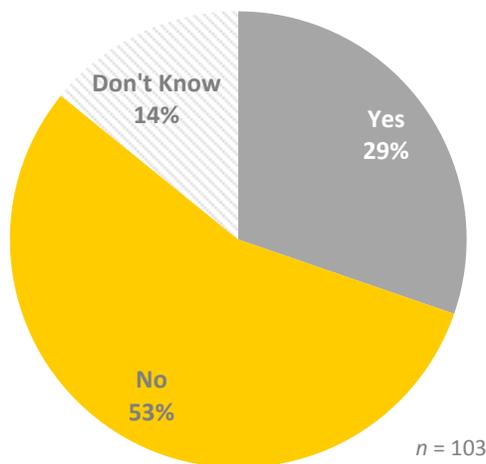
Most of the 8 schools had written documentation around organizing reading nights or engaging families to support students' reading skills. Schools less consistently had written information around recruitment of reading volunteers from the community. This aspect of sustainability ranged from having a staff member designated as the community volunteer liaison; to having a volunteer manual, recruitment plan, and a list of community volunteers; to planning to create a volunteer handbook next year; to having no volunteer recruitment plan and limited interest among volunteers or low availability of community volunteers. Multiple staff noted, however, that **volunteers were not considered equivalent resources to Washington Reading Corps members**. Training was seen as a key difference in effectiveness: **members were trained to support literacy and volunteers were not**. One school noted that community volunteers could help students with oral reading practice, but were not trained in research based interventions. While volunteers might provide tutoring once a week, members served many hours each week.

Member Retention

MS

Member retention beyond their first year is relevant to program sustainability because retention may support continuity of tutoring, family literacy events, and volunteer efforts at a site. About 30% of the respondents to the Washington Reading Corps member survey planned to return in 2015–2016, whereas slightly more than half did not plan to return (see Exhibit 8).

Exhibit 8
About half of Washington Reading Corps members did not plan to return in 2015–2016.



Survey respondents who planned to return most frequently reported that their decision was influenced by the culture of their site ($n = 15$) and the feeling that they were making a difference ($n = 10$). Other factors included the learning experience provided by Washington Reading Corps, the opportunity to work with students, and the education grant. Members who did not plan to return most frequently responded that the stipend was too low ($n = 29$), they were planning to attend school in the fall ($n = 17$), or they wanted a different experience ($n = 6$). They also referred to the schedule ($n = 3$) and burnout ($n = 3$) and a few mentioned lack of community, lack of support, lack of an education grant, and the end

of their service term. **When asked specifically the degree to which their decision was influenced by financial compensation, 46 of the 99 Washington Reading Corps members indicated *quite a bit*.**

Factors associated with retention. To further explore factors related to Washington Reading Corps member retention, RMC Research conducted an exploratory factor analysis on 16 survey items related to member experiences⁷ (see Appendix C). This analysis revealed 3 factors: meaningfulness of work ($\alpha = .84$), satisfaction ($\alpha = .76$), and affiliation ($\alpha = .87$). The survey items included in these 3 factors are presented in Exhibit 9.

Exhibit 9
Factors Associated With Washington Reading Corps Members’ Experiences

Meaningfulness of Work	Satisfaction	Affiliation
I am helping others through the Washington Reading Corps.	I feel like my skills are being utilized as a Washington Reading Corps member.	I have been able to get to know other Washington Reading Corps members.
I am serving the school community.	I find my work with the Washington Reading Corps interesting.	I have a good relationship with other Washington Reading Corps members.
I have a good relationship with the students I tutor through the Washington Reading Corps.	I find my work with the Washington Reading Corps challenging.	I have an opportunity to socialize with other Washington Reading Corps members.
I know how my work as a Washington Reading Corps member influences my students' reading skills.	I receive quality supervision as part of the Washington Reading Corps.	
I feel a responsibility for developing my students' literacy.		

Washington Reading Corps members who indicated they were not planning to return in 2015–2016 reported significantly less affiliation than those who planned to return and those who were unsure.

Regardless of whether they planned to return, members’ ratings on *meaningfulness* and *satisfaction* related to Washington Reading Corps did not significantly differ. In other words, members who planned to return, did not plan to return, or were unsure did not differ in how meaningful or satisfying they found their work with the Washington Reading Corps.

To further examine the relationship among Washington Reading Corps member characteristics (e.g., gender, previous volunteer experience, level of education), meaningfulness of work, satisfaction, affiliation, and compensation, RMC Research designed a multiple logistic regression model to explore whether these factors predicted retention. None of these factors predicted retention.

RMC Research then created a second multiple logistic regression model that only included 2 predictors: the factor *affiliation* and the survey item “I am fairly compensated for my work.” In this model affiliation was a significantly strong predictor of Washington Reading Corps member retention ($p = .02$, odds

⁷ Mesch, D.L., Tshirhart, M., Perry, J.L., & Lee, G. (1998). Altruists or Egoists? Retention in Stipended Service, *Nonprofit Management and Leadership*, 9, 1, 3–21.

ratio = 2.34), whereas perceptions of being fairly compensated did not significantly predict retention. This finding suggests that Washington Reading Corps members were 2.3 times more likely to be retained for each unit increase in affiliation. In other words, **the more the members agreed that they were affiliated with other Washington Reading Corps members, the more likely they were to indicate they planned to return the following year.**

RMC Research then conducted a third multiple logistic regression model to explore the relationship between the 5 facilitators of implementation (support from school administration, time allotted to tutor students, lead teacher involvement with members, Washington Reading Corps site supervisor involvement, and Washington Reading Corps state coordinator involvement), and member retention. This multiple logistic regression model revealed one significant predictor: Washington Reading Corps state coordinator involvement ($p = .01$, odd ratio = 1.81). **For each unit increase in the perceived helpfulness of the Washington Reading Corps state coordinator, members were 1.8 times more likely to indicate that they planned to return.**

The impact evaluation of the Washington Reading Corps in 2014–2015 examined (a) the influence of the Washington Reading Corps program on student reading outcomes, (b) the relationships between school characteristics, member characteristics, and student reading scores, (c) change over time in student reading skills, and (d) perceptions of change in students’ attitudes, behaviors, and self-confidence in reading. The evaluation questions and their data sources are presented in Appendix A (see Exhibit A1). The program impact analyses included data synthesized from various sources:

- RA** Statewide reading assessments
- PD** Program data
- STL** Student tracking logs
- MS** Washington Reading Corps member survey (see Appendix C)
- SI** Staff interviews conducted by telephone with select school staff (see Appendix D)

Influence of the Washington Reading Corps on Student Reading Scores

Evaluation Questions

To what extent do student assessment scores differ between those served by Washington Reading Corps and those not served by Washington Reading Corps?

To what extent are the Washington Reading Corps programs on track to show increases in students achieving grade level reading proficiency?

To what extent are the Washington Reading Corps programs on track to show decreases in reading proficiency gaps?

RA **PD**

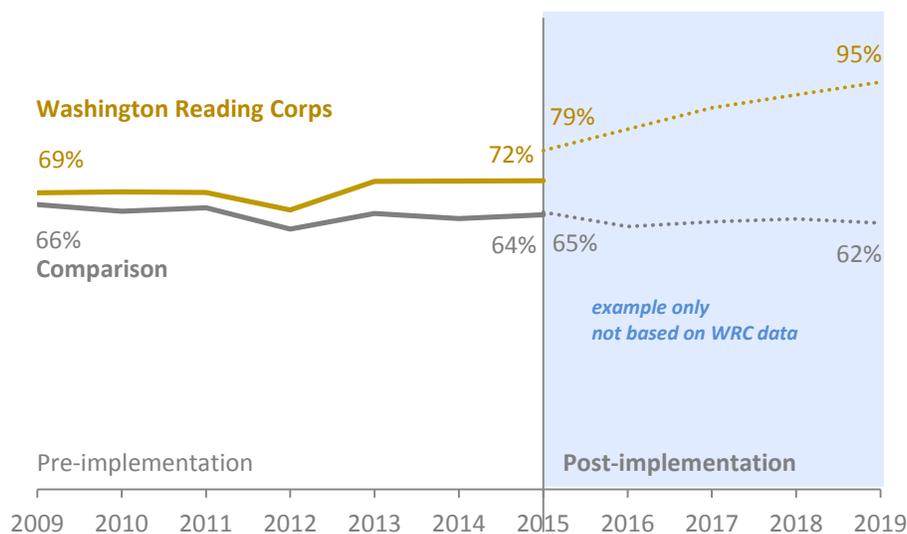
These 3 evaluation questions will be addressed using student-level data from the 65⁸ Washington Reading Corps schools and the 65 comparison schools that were identified in spring 2015. To address whether participation in the Washington Reading Corps influences student reading scores on statewide assessments, RMC Research will use either a multiple linear regression or time series analyses (depending on the data available) to examine the predictive relationship between school or student characteristics and student reading assessment outcomes.

At the time of this report 2014–2015 statewide student assessments were not available. When available, these data will be analyzed longitudinally, comparing pre-implementation trends to

⁸Available data included 65 of 66 Washington Reading Corps schools, <http://reportcard.ospi.k12.wa.us/DataDownload.aspx>

post-implementation trends beginning in 2015. If the Washington Reading Corps program has an impact on reading outcomes among participating students, the trajectory (slope) of student reading outcomes will differ from that of the comparison schools. This hypothesized growth is represented in Exhibit 10, which illustrates an example of how pre- and post-implementation reading achievement trends may differ for Washington Reading Corps and comparison sites (Exhibit 10 is an example only and is *not* based on real data).

Exhibit 10
Example of Pre- and Post-Implementation Slopes for *Percentage Meeting Standard*
Demonstrating Reading Intervention Impact



Evaluation Question

To what extent are the Washington Reading Corps programs meeting the 3 Corporation for National and Community Service (CNCS) National Performance Measures?



The Washington Reading Corps focused on economically disadvantaged students with regard to Education Performance Measures 1 and 2 (ED1, ED2). Although specific information about the economic status of individual students participating in the program is not available, the Washington Reading Corps program is typically implemented in schools with a significant percentage of students receiving free or reduced-price meals. Among 65 Washington Reading Corps sites with OSPI Report Card data, the average percentage of students receiving free or reduced-price lunch was 59% (range 10–100%). As shown in Exhibit 11, the number of students participating in Washington Reading Corps is represented in Measure ED1. For Measure ED2, students who completed the program is defined as the number of students who either continued to receive services through spring or met benchmark during the year and exited the Washington Reading Corps program. For Measure ED5, improved academic performance in

literacy is defined as the number of students who met reading benchmarks at any time during the school year.

Exhibit 11
National Performance Measures Results

National Performance Measure	2014–2015
Measure ED1 The number of economically disadvantaged students or students with special/exceptional needs who start in a CNCS-supported education program.	4,008
Measure ED2 The number of economically disadvantaged students or students with special/exceptional needs who complete a CNCS-supported education program.	3,130
Measure ED5 The number of students with improved academic performance in literacy.	1,775

Predictors of Meeting Grade Level Reading Benchmark



To further explore whether participation in the Washington Reading Corps influences student outcomes, RMC Research used hierarchical linear modeling (HLM) to explore the relationship between site characteristics, Washington Reading Corps member perceptions, and whether or not students met grade level reading benchmarks. Using HLM accounts for the hierarchical structure of the Washington Reading Corps (meaning that students are nested in schools). HLM provides a way to determine which characteristics, by hierarchical level, are significantly related to student reading outcomes.

RMC Research conducted a 2-level HLM that included students ($n = 1,972$) at Level 1 and sites ($n = 25$) at Level 2. The final model included 6 predictors of meeting the grade level reading benchmark. Exhibit 12 presents descriptive statistics for each of the variables included in the HLM.

Exhibit 12
Descriptive Statistics for Predictor Variables

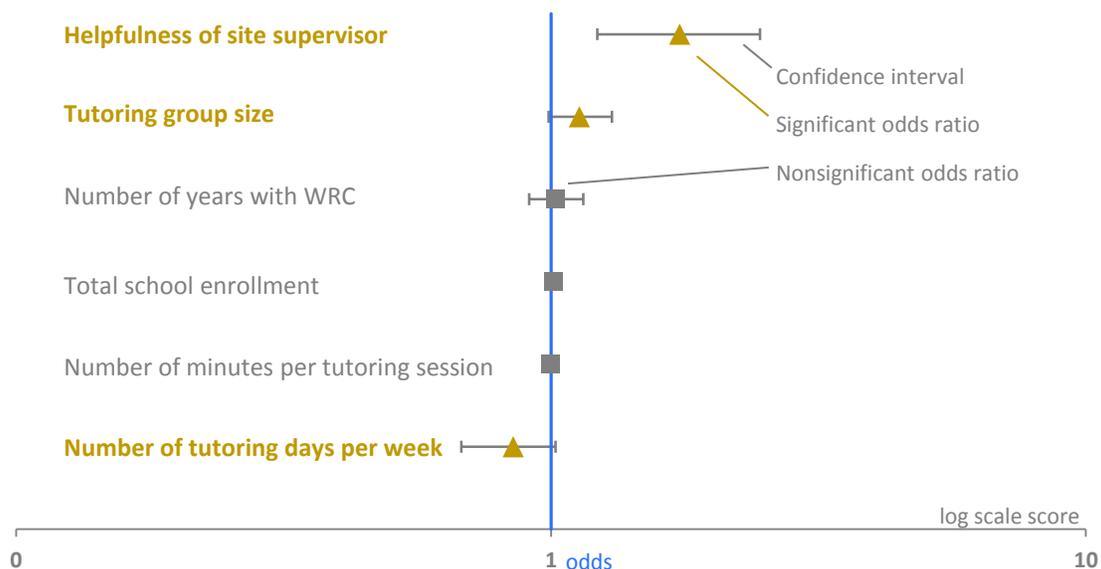
Predictor	<i>M</i>	Min	Max
Helpfulness of site supervisor	2.77	0	4.00
Tutoring group size	4	1	6
Number of years with WRC	4	1	18
Total school enrollment	400	188	617
Average minutes per tutoring session	29.32	20	115
Average tutoring days per week	4.21	1	5

Note. Site $n = 25$, student $n = 1972$.

Exhibit 13 presents the odds ratios, with confidence intervals, for each of the predictors included in the final model. Odds ratios indicate how each predictor influences the odds of Washington Reading Corps students meeting grade level benchmarks. The final model identified 3 significant predictors related to meeting grade level benchmarks: the perceived helpfulness of the site supervisor in implementing the

Washington Reading Corps tutoring model, the tutoring group size, and the number of days participating in tutoring per week. These findings suggest that at sites where Washington Reading Corps members perceived the site supervisor to be helpful in implementing the tutoring model, students were 1.74 times more likely to meet reading benchmarks. In addition, as group size increased students were 1.13 times more likely to meet benchmark. Conversely, as the number of tutoring days per week increased, students were .84 times less likely to meet benchmark.

Exhibit 13
Two factors increased the odds that students met grade level benchmarks.



Change in Student Reading Skills

Evaluation Question

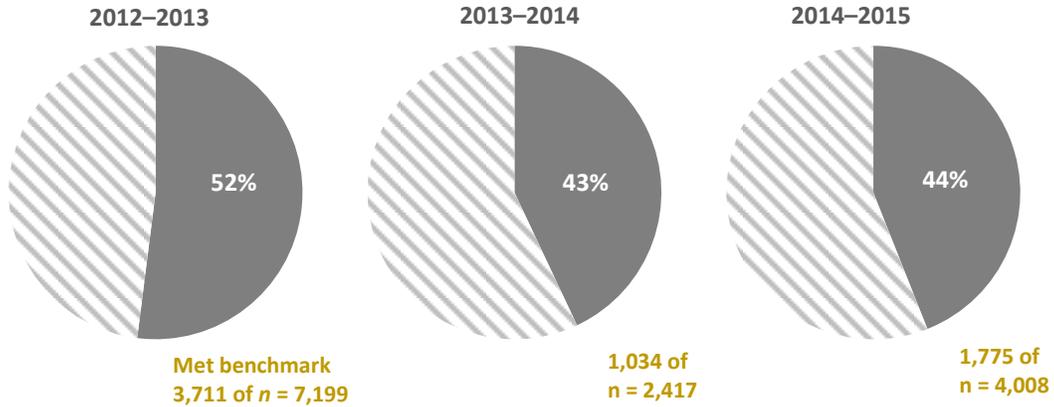
To what extent are the Washington Reading Corps programs on track to show increases in students meeting literacy benchmarks?

STL

The percentages of students in the program who met reading benchmarks at any time during the year (fall, winter, or spring) are reported in Exhibit 14. Notably, in 2012–2013 and 2013–2014 *met benchmark* was combined with *gained at least one grade*, meaning that students might have met either of these criteria, whereas in 2014–2015 *met benchmark* and *gained at least one grade* were separate variables. In 2012–2013, 52% of students enrolled in the program met benchmark; in 2013–2014, 43% met benchmark during the year; and in 2014–2015, 44% met benchmark.

Exhibit 14

Roughly 40 to 50% of students enrolled in the Washington Reading Corps program met reading benchmarks during the year.



Student Attitudes, Behaviors, and Self-Confidence in Reading

Evaluation Question

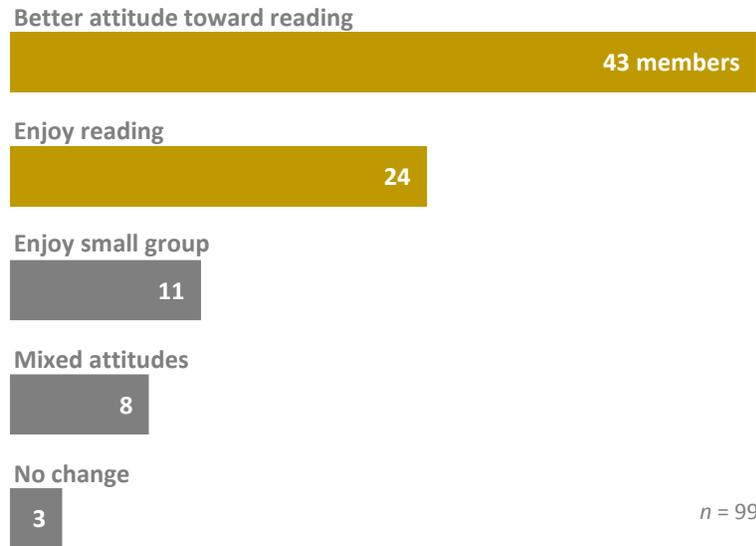
To what extent are the Washington Reading Corps programs on track to show improvements in students' attitudes, behaviors, and self-confidence in reading?

Attitudes

MS

Washington Reading Corps members were asked 2 questions about if and how their students' attitudes toward reading had changed since the beginning of the 2014–2015 school year. The vast majority of respondents (82%) reported that their students' attitudes were *much better*, though some (14%) responded *about the same*. As Exhibit 15 shows, the open-ended survey responses further supported these results.

Exhibit 15
Members reported that students' attitudes toward and enjoyment of reading changed the most.



They are all eager to come to my reading group and seem to really enjoy themselves." "I believe some students have become more happy throughout the year to come to my reading groups. I think we work hard, and they are seeing the results which makes them happy. Our goal has always been to become the best readers we can be, and this has made them have increased effort throughout the year.

They say, 'Pick me! Pick me!' with Christmas sparkles in their eyes.

Students who had poor attitudes towards reading and doing the work in class have grown immensely.

They are more motivated and excited to read, both on their own and in small-group interventions, and have a positive attitude towards choosing and reading books.

Behaviors

MS

Survey respondents estimated the percentage of students they tutored in 2014–2015 who showed improvement across a range of reading behaviors. The vast majority of members reported observing change in over 50% of their students in putting in effort when reading, comfort reading aloud, and reading aloud fluently. Exhibit 16 shows the proportion of respondents who reported that more than half of their students showed improvement in each area.

Exhibit 16
Reading Behaviors That Improved Among Majority of Students

Reading Behavior	Members
Putting in effort when reading	91%
Comfort reading aloud	84%
Reading aloud fluently	83%
Reading for longer amounts of time	82%
Demonstrating interest in new books	79%
Reading independently	78%
Staying on task while reading	76%
Answering questions about what they read	75%
Choosing own books	75%
Expressing enjoyment when reading	69%
Asking questions about what they read	68%
Exploring different kinds of books	68%
Asking about word definitions	60%

Note. $n = 77-98$. Percentages represent proportion who reported that more than 50% of their students showed improvement.

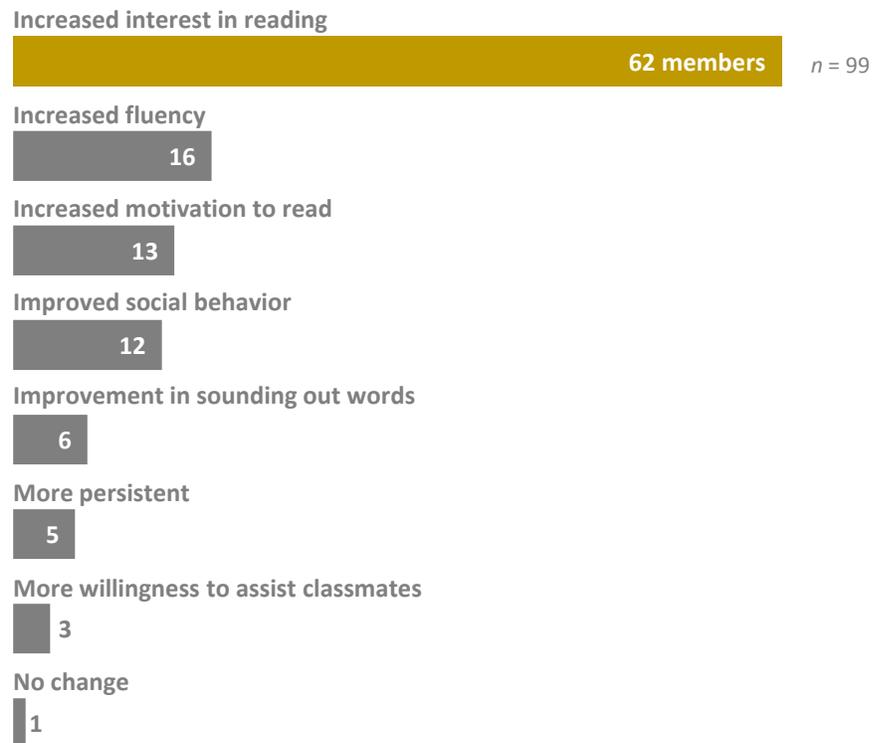
MS

When asked about other changes in their students' reading behaviors, 62 Washington Reading Corps members reported that the students they tutored appeared more interested in reading during the year. Washington Reading Corps members also described several other ways their students' reading behaviors changed (see Exhibit 17).

Every single kid I have worked with has improved on their reading scores and most of them are telling me about the exciting books they're reading at home now, and about how far they're getting in class. It's great!

Some who couldn't read at all . . . now can show a great enthusiasm to read; others who moved up grade levels are asking me when they can take their next AR test with me.

Exhibit 17
Members reported observing changes in students' reading behaviors.



Many of my students came in disliking reading and despondent at the idea of 25 minutes of dedicated reading time a day in school. At one point I told a kindergartner that it's important to get comfortable reading because he'd be doing it for the rest of his life and that I read every day at home for fun. He said, 'I'll be doing this forever?' And when I said yes, he burst into tears. That student now comes to reading group every day excitedly retelling me everything he remembered about yesterday's story and trying to pry information out of me for that day's story on the way down to class. Many of the students that came into class hating reading are now comfortable enough to not view it as a task, but as a way to learn new and exciting things.

At the beginning of the year the students were timid with reading, but now they really enjoy the process of it. They are reading without me needing to tell them to.

Some who couldn't read at all . . . now can show a great enthusiasm to read; others who moved up grade levels are asking me when they can take their next AR test with me.

Some of my most difficult students have learned to enjoy reading group and taken up an interest in reading on their own. This is the greatest gift.

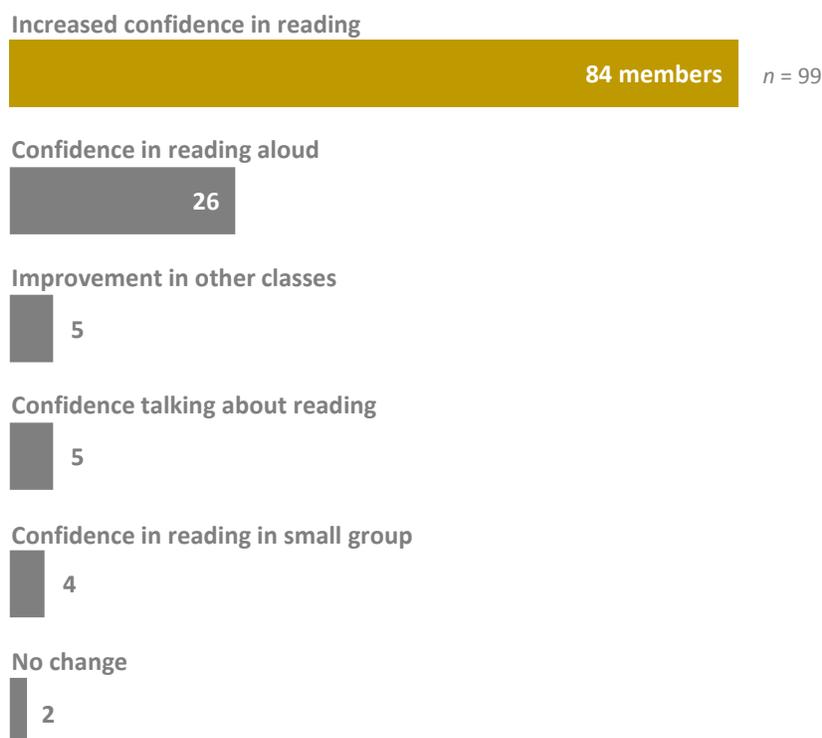
Confidence in Reading

MS

Washington Reading Corps members were surveyed about whether they noticed any changes in their students' self-confidence in reading. The vast majority of respondents ($n = 84$) noticed increased confidence in students' reading, while others provided specific examples presented in Exhibit 18.

Exhibit 18

The majority of members observed students' confidence in reading increased.



One of my favorite parts of my job is seeing my students' self-confidence grow. At my site, we reward reading medals to kids that have met their fluency goals. This is a HUGE deal to the kids and it has been such an awesome experience to be a part of. Once a student gets their medal, their whole attitude changes and their confidence will soar. Just last week 2 Grade 3 students that started out the year reading at 40 words per minute met their goal of 120 words per minute. They are totally different readers now and have so much confidence and enjoyment from reading now.

I have seen great improvement in reading self-confidence. One girl who I have been tutoring for 40 minutes after school 3 days a week has skyrocketed in her confidence with reading. When we come into our session after school, she is more talkative and shows enjoyment in her reading and reads with eloquence and poise.

Summary and Recommendations

The findings and recommendations from the 2014–2015 implementation and impact evaluation are organized around (a) program implementation, (b) practices that support effectiveness, barriers to effectiveness, and best practices, (c) sustainability, and (d) program impact.

Program Implementation

- **A total of 73 sites** (66 elementary schools, 4 early learning centers, and 3 community organizations) and **128 members** (16% returning members, an average of 2 members per site) **participated in the Washington Reading Corps program in 2014–2015.**
- In pre-Kindergarten through Grade 6, **4,008 students participated and 3,130 completed** the program.
- **The majority of Washington Reading Corps sites implemented the tutoring model with fidelity.** Members described tutoring as fully implemented at their sites. On average sites exceeded the target of 20 minutes of daily tutoring and sessions occurred slightly more than 3 days a week.
- School staff strongly endorsed the **usefulness of having a Washington Reading Corps member provide tutoring** to improve struggling students' reading skills. Members provided extra reading practice opportunities for students, served Tier II students who would not otherwise get extra reading attention and assistance, and allowed for smaller reading groups.
- Members received professional development and training from at least 2 sources: the SERVES Institute and their respective site.
 - About half of the members rated training from all sources as *very good* or *excellent* quality and *extremely* or *very* relevant.
 - With respect to the SERVES Institute training, **members found the instruction on the 5 essential components of reading most useful.**
 - **Sites did not consistently provide training across all topics**, according to member survey respondents.
- Members seemed less involved in implementing **family literacy events and community volunteer recruitment** relative to their tutoring role. Staff suggested that some schools already had a system to recruit volunteers and thus did not utilize members for this purpose.

Practices That Support Effectiveness, Barriers to Effectiveness, and Best Practices

- **School practices that support effectiveness**, according to a subset of school staff, included training and supervising members at the school level, integrating members into the school culture, and using members in ways that fit school needs. According to members, other factors that were particularly helpful included support from school administration for the Washington Reading Corps program, time allotted for tutoring students, and lead teacher and site supervisor involvement with members.
- **Program practices that support effectiveness**, according to a subset of school staff, included using research-based interventions, using data to monitor student progress, using a small-group tutoring format, and providing the option to support students using push-in or pull-out delivery models.

- **Barriers to effectiveness** cited by school staff and members included a lack of member training, difficulty incorporating tutoring into an elementary school schedule, the high need for tutoring services, local community challenges, and some program requirements. A few members reported challenges related to communication with state staff, paperwork, a lack of integration into school culture or perceived disrespect from school staff.
- **Best practices** identified across a subset of schools included:
 - **Aspects of the Washington Reading Corps program design** that resulted in greater numbers of students receiving reading support, increased amounts of reading instruction time, and increased amounts of individualized reading instruction.
 - **Using data on reading skills** to monitor student progress and assess growth.
 - **Training members** on reading skills, foundations of reading, and reading instruction.
 - **Ensuring that a reading intervention teacher is closely involved with members.**

Sustainability

- Without Washington Reading Corps members at sites **local reading support would remain but in a diminished form**. Fewer students would be served and reading groups would be larger. The likelihood of sustaining family literacy nights and before- and after-school tutoring programs varied across sites. In addition:
 - Among a subset of schools, most had written documentation around organizing family literacy nights or engaging families to support students’ reading skills but fewer had documentation around recruiting community reading volunteers.
 - **Community reading volunteers were not considered equivalent resources to Washington Reading Corps members**. Community volunteers lacked training in reading and research-based interventions and had less frequent involvement with students.
- In terms of **local sustainability through retention of Washington Reading Corps members**, about 30% of members planned to return for the next academic year. Specifically:
 - Stipend (financial compensation) influenced members’ plans to return “quite a bit.”
 - Member retention also seemed to be influenced by feeling affiliated with other members and perceiving the Washington Reading Corps State Coordinator involvement as helpful.

Program Impact

- **A total of 1,775 participating students met grade level reading benchmarks** during 2014–2015.
- The odds of students meeting grade level benchmarks increased when members perceived the **site supervisor as helpful** to Washington Reading Corps implementation. In addition, students were more likely to meet benchmarks as **tutoring group size** increased, but were less likely to meet benchmarks as days of tutoring increased.
- Members reported **improvement in students’ reading behaviors, attitudes, and confidence in reading**. More than 80% of Washington Reading Corps members surveyed indicated that by spring 2015, their tutoring students put in more effort when reading, were more comfortable reading aloud, were reading aloud fluently, and were reading for longer amounts of time.

Recommendations

RMC Research has developed recommendations to strengthen both the implementation and impact and the evaluation of the Washington Reading Corps program.

To Strengthen Implementation and Impact

- **Provide more training for members** to strengthen program implementation and program impact. Washington Reading Corps might consider offering additional training for members partway through the academic year, providing resources for online supplemental reading trainings to site supervisors for dissemination, or developing other supports for site-specific member training. Both school staff and members expressed interest in more training for members—particularly training to promote understanding of reading development, reading components, and how to deliver reading instruction and training on working with students with behavioral challenges. Site supervisors and lead teachers who worked closely with members seem to play a key role in supporting their training and supervision.
- **Increase efforts to support members' affiliation with other Washington Reading Corps members** to support local sustainability by increasing member retention for a second academic year. Efforts might include, for example, structuring some social activities at the annual training institute, offering online forums for member communication, and encouraging site supervisors or lead teachers to support member interactions. Members' perceived affiliation with other members ("I have been able to get to know other Washington Reading Corps members," "I have a good relationship with other Washington Reading Corps members," and "I have an opportunity to socialize with other Washington Reading Corps members") predicted whether they planned to remain at their site for an additional year.
- **Increase perceptions of the Washington Reading Corps State Coordinator's helpfulness** to support member retention. Efforts might include, for example, taking steps to strengthen communication from the State Coordinator to sites and members regarding program and member role expectations and to clarify directions for paperwork completion. Members' perceived helpfulness of the State Coordinator predicted whether they planned to remain at their site for an additional year.
- **Increase support for Washington Reading Corps implementation by the site supervisors** to strengthen program impact. For example, site supervisors could influence the amount of site-based training members receive, the degree of member integration and clarity around members' roles within sites, and other aspects of implementation that can affect program impact on students' reading skills. Odds ratio findings and member feedback suggest that the site supervisor plays a key role with regard to the impact of the Washington Reading Corps program on student reading skills.
- **Help schools anticipate and address scheduling challenges** to address one barrier reported by members and school staff. Staff and members noted challenges incorporating tutoring sessions into the elementary school schedule without negatively impacting other academics. New and continuing grantees might benefit from greater awareness about planning tutoring schedules before the school year begins.

To Strengthen Evaluation of Program Impact

- **Increase efforts to support accuracy and completeness of data entry** in the student tracking logs to strengthen impact analyses. For example, when data is missing for “met benchmark,” the full impact of the program cannot be described. If “start date” and “end date” were consistently entered, the effect of program dosage on reading outcomes could be explored.
- **Strengthen the interpretability of data** entered for “number of grade levels gained” in the student tracking logs to allow its use in impact analyses. One suggestion is to add “improved at least one grade” as a yes/no variable and clarify “number of grade levels gained” with a defined metric (e.g., reported in months or years).
- **Include brief definitions for each behavior rating** in the student tracking logs to strengthen the validity and reliability of behavior ratings.
- **Consider collecting student tracking log data using an online data collection tool.** Student tracking log data are currently collected 3 times a year using individual spreadsheets for each site. Some sites alter spreadsheets or enter incompatible data values. This method also requires consolidating spreadsheets into a single data file after each data collection wave. An online data collection tool can improve the quality of data that are collected and increase efficiency in data cleaning and analysis.



Appendix A

Evaluation Methodology

RMC Research initiated its independent impact and implementation evaluation of the Washington Reading Corps program in April 2015 under contract with the Washington State Office of Superintendent of Public Instruction (OSPI). The impact evaluation examined the program's effect on students' reading skills through a quasi-experimental design that compared state assessment reading scores of the schools implementing the Washington Reading Corps program to the scores of a matched sample of schools not implementing the program. Tracking logs were used to report on students meeting benchmarks and select sites for telephone interviews, and surveys were conducted to provide insight into Washington Reading Corps members' perceptions of changes in students' reading attitudes, behaviors, and self-confidence. The implementation evaluation described program outputs, barriers and facilitators to implementation, possible best practices, and sustainability.

Evaluation Questions and Design

The evaluation was guided by the program logic model and 8 questions originally developed by the Washington Reading Corps and 2 related questions proposed by RMC Research (see Exhibit A1 and logic model at end of Appendix A). The central impact question addressed by the quasi-experimental design was *To what extent do student assessment scores differ between those served by Washington Reading Corps and those not served by Washington Reading Corps?* Quasi-experimental designs provide a rigorous approach for exploring the causal relationship between an intervention and related outcomes when random assignment is impractical. By employing this design RMC Research statistically tested whether sites that have Washington Reading Corps members differ significantly in student reading scores from similar sites without Washington Reading Corps members. If sites with Washington Reading Corps members have significantly higher reading achievement scores than those without Washington Reading Corps members, it may be inferred that the program had a positive impact on student achievement.⁹ Because the Washington Reading Corps provides individualized and small-group interventions, it likely impacts reading skills of students who are tutored by Washington Reading Corps members (rather than all students in a school). Therefore, to more rigorously test the impact of Washington Reading Corps on students, RMC Research used student-level data for this analysis.

⁹The primary limitation of using matched comparison groups rather than random assignment to treatment and comparison conditions is related to group equivalence. With matched comparison designs, we can assume that groups are equivalent only on known characteristics. Random assignment assures equivalence on both known and unknown characteristics.

Exhibit A1
Washington Reading Corps Evaluation Questions

Focus	Evaluation Question	Data Sources
Implementation 	1. To what extent are the Washington Reading Corps programs being implemented?	<ul style="list-style-type: none"> ▶ Program data (e.g., ParaReading training materials and attendance) ▶ Member surveys^a
Impact 	2. To what extent are the Washington Reading Corps programs meeting the 3 CNCS National Performance Measures? ^b	<ul style="list-style-type: none"> ▶ Program data ▶ Student tracking logs
Implementation 	3. To what extent are the Washington Reading Corps programs providing their projected program outputs?	<ul style="list-style-type: none"> ▶ Program data (e.g., number of sites served; number of community volunteers recruited) ▶ Student tracking logs (e.g., number of children and students enrolled, screened, and tutored; hours of tutoring provided)
Impact 	4. To what extent are the Washington Reading Corps programs on track to meet their short- and medium-term outcomes? <ul style="list-style-type: none"> a) Improvements in students' attitudes, behaviors, self-confidence in reading b) Increases in students meeting reading benchmarks c) Increases in students achieving grade level reading proficiency, decreases in reading proficiency gaps 	<ul style="list-style-type: none"> ▶ Member surveys^a; student tracking logs ▶ Student tracking logs ▶ State reading assessment data
Impact 	5. To what extent do student assessment scores differ between those served by Washington Reading Corps and those not served by Washington Reading Corps?	<ul style="list-style-type: none"> ▶ Standardized state reading assessments
Implementation 	6. What barriers/contextual factors are influencing the Washington Reading Corps program implementation?	<ul style="list-style-type: none"> ▶ Member surveys^a ▶ Telephone interviews^a
Implementation 	7. What best practices can be identified in the Washington Reading Corps program design and implementation?	<ul style="list-style-type: none"> ▶ Member surveys^a ▶ Program data ▶ Telephone interviews^a
Implementation 	8. To what extent are these changes sustainable? <ul style="list-style-type: none"> a) What program characteristics influence member retention?^c 	<ul style="list-style-type: none"> ▶ Program data, telephone interviews^a ▶ Member surveys^a
Impact 	9. What is the relationship between school characteristics, Washington Reading Corps member characteristics, and student reading skills? ^c	<ul style="list-style-type: none"> ▶ Member surveys^a ▶ Student tracking logs

^aSource proposed by and data collected by RMC Research. ^bCNCS National Performance Measures include (a) number of economically disadvantaged students or students with special or exceptional needs who *start* in a CNCS-supported education program, (b) number of economically disadvantaged students or students with special or exceptional needs who *completed* participation in a CNCS-supported K–12 education program, and (c) number of students with *improved* academic performance in literacy (and/or math). ^cQuestion proposed by RMC Research.

Sampling

Sixty-five schools with both Washington Reading Corps members in 2014–2015 and OSPI Report Card data¹⁰ for school-level characteristics were included in the sample along with 65 comparison schools selected using propensity score matching, an approach that identifies comparison schools similar to those participating in the Washington Reading Corps based on the known characteristics of the participating schools. Using OSPI Report Card data, propensity scores were calculated for Washington Reading Corps schools and potential comparison schools on 22 school-level characteristics (see Exhibit A2). After calculating the propensity scores, comparison schools were selected based on their degree of similarity to Washington Reading Corps schools on the 22 characteristics. Comparison and Washington Reading Corps schools did not significantly differ on any school characteristics used for matching.

Exhibit A2

Covariate Balance of Washington Reading Corps and Matched Comparison Schools

School Characteristic	WRC	Comparison	Difference
Total Enrollment	364	340	24
American Indian or Alaskan Native	4%	6%	-2%
Asian	4%	4%	-0%
Pacific Islander	6%	7%	-1%
Asian Pacific Islander	4%	5%	-1%
Black	2%	3%	-1%
Hispanic	23%	24%	-1%
White	60%	56%	4%
Two or more races	7%	7%	0%
Males	52%	52%	0%
Females	48%	48%	0%
Migrant	2%	3%	-1%
Transitional bilingual	12%	15%	-3%
Special Education	16%	17%	-1%
Free or reduced priced meals	58%	61%	-3%
Section 504	2%	1%	1%
Foster care	1%	1%	0%
Students per classroom teacher	15	14	1
Average years of educational experience	14.3	14.1	0.2
Teachers with at least master degree	65%	64%	1%

Note. Washington Reading Corps $n = 65$, comparison $n = 65$. Difference calculated by subtracting comparison mean from Washington Reading Corps mean.

¹⁰See <http://reportcard.ospi.k12.wa.us/DataDownload.aspx>; data included 65 of 66 WRC schools.

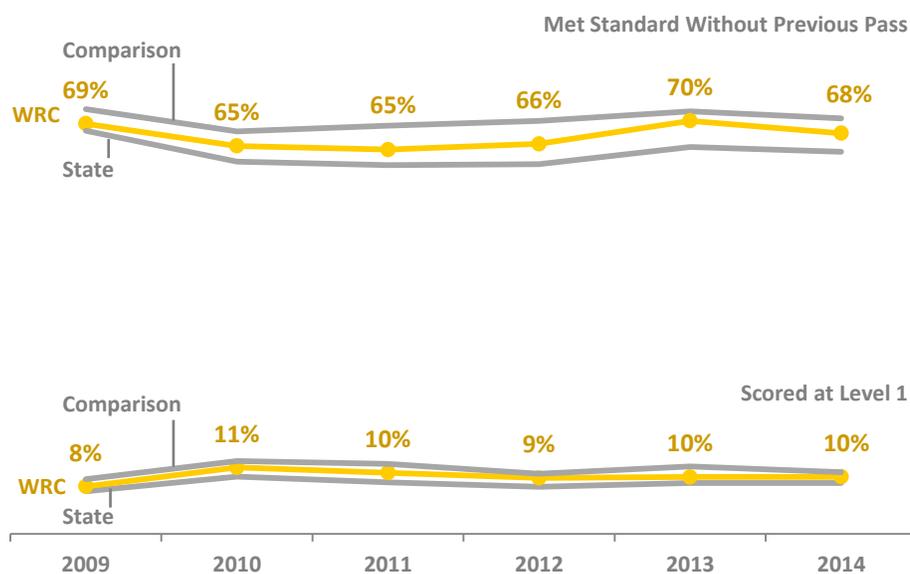
Data Sources

The data sharing agreement with OSPI allowed RMC Research to receive and analyze de-identified student-level data, which included state reading achievement data and Washington Reading Corps student tracking log data. Washington Reading Corps and Washington Service Corps staff provided additional program data to RMC Research such as site applications, SERVES Institute training materials, and the Washington Reading Corps semi-annual progress report. RMC Research also used surveys and telephone interviews to collect data from Washington Reading Corps members and staff.

State Reading Achievement Data

RMC Research downloaded school-level Measurements of Student Progress (MSP) data for Reading for Grades 3–6 for the Washington Reading Corps schools, the comparison schools, and the state of Washington. Exhibit A3 displays these data longitudinally from 2009 to 2014. The reading achievement trends among the 3 groups are similar with regard to the percentage of students who met the state standard without previous pass and the percentage of students at Level 1 (below basic and not meeting the state standard). If the trend for Washington Reading Corps sites differs in 2015 and in subsequent years after program implementation from the state average or from comparison schools, it can be inferred that the program had an impact on the participating students.

Exhibit A3
Reading achievement trends in Washington Reading Corps schools are similar to those of the comparison schools and Washington State.



Washington Reading Corps Student Tracking Log Data

Fall and winter 2014–2015 student tracking logs were received in May 2015 and used to identify sites for telephone interviews. Tracking logs from 2012–2013 and 2013–2014 were used to address program outputs. RMC Research expects to receive the last installment of the 2014–2015 tracking logs in July 2015. Outputs based on tracking logs were summarized only for students in pre-Kindergarten through Grade 6.

Online Washington Reading Corps Member Survey

The online Washington Reading Corps member survey included questions about professional development; the tutoring provided at each site; changes in students' attitudes, behaviors, and confidence in reading; barriers and facilitators to program implementation; and the respondents' experiences as a Washington Reading Corps member. Items related to experiences as a Washington Reading Corps member were developed based on research conducted on the motivational, demographic, and individual factors that affect the retention of stipended volunteers (Mesch, Tschirhart, Perry, & Lee, 1998)¹¹. Of the 128 Washington Reading Corps members, 126 with active email accounts were invited to complete an online survey via Survey Monkey, and the response rate was 81%.¹² Respondents received an electronic \$10 gift card from Starbucks for completing the survey (see Appendix A). The survey was developed in April 2015, reviewed by Washington Reading Corps and Washington Service Corps stakeholders and by RMC Research's internal Human Protections Committee, and administered to all Washington Reading Corps members in May 2015.

Washington Reading Corps Staff Interviews

Upon receipt of the fall and winter Washington Reading Corps student tracking logs, RMC Research focused on several subskills in 3 screener assessments commonly used in Kindergarten through Grade 6. Change scores from fall to winter assessments were reviewed if sites had at least 20 students assessed on a subskill. If 70% or more students at a site showed change of at least 10 units¹³ on a subskill, the site was retained as potentially *higher performing*. Conversely, if 40% or fewer students at a site showed change of at least 10 units, the site was retained as potentially *lower performing*. From this pool, 9 schools that reflected a range of grade levels were selected (5 higher performing, 4 lower performing).

Nine schools were invited to participate in telephone interviews about perceptions of the Washington Reading Corps program; the role of the Washington Reading Corps members; and best practices and barriers to program and member effectiveness. The supervisor at each site was asked to identify the teacher at their school who worked directly with Washington Reading Corps members. Similar but separate interviews were conducted with the site supervisors and the Washington Reading Corps teachers.

Telephone interview protocols were developed in April 2015 (see Appendix D) and reviewed by Washington Reading Corps stakeholders and by RMC Research's internal Human Protections Committee, and the interviews were conducted in June 2015. The half-hour telephone interviews were recorded as the interviewer took notes. Thirteen telephone interviews were conducted across 8

¹¹Mesch, D.L., Tschirhart, M., Perry, J.L., & Lee, G. (1998). Altruists or Egoists? Retention in Stipended Service, *Nonprofit Management and Leadership*, 9, 1, 3–21.

¹² $n = 103$ respondents, of whom 15 were returning Washington Reading Corps members.

¹³10 units was selected as a conservative threshold for change from fall to winter assessment, based on review of benchmark goals and norms for the 3 screeners (DIBELS, DIBELS Next, Imagine It!).

schools¹⁴ including interviews with 8 Washington Reading Corps site supervisors and 5 teachers who had significant contact with Washington Reading Corps members. Because interview responses did not support clear differences between *higher* and *lower performing* schools, feedback was summarized across all participants. Qualitative analysis was conducted from the interview notes, with the recordings serving as backup sources. Exhibit A4 outlines all data types used to address implementation and impact questions.

Exhibit A4
Washington Reading Corps Evaluation Data

Focus	Sources
Demographic	<ul style="list-style-type: none"> ▶ School (e.g., free or reduced-price lunch, student demographics, county, district) ▶ Student (e.g., free or reduced-price lunch, race/ethnicity, gender)
Program data and student tracking logs	<ul style="list-style-type: none"> ▶ Washington Reading Corps members (e.g., gender, education level) ▶ Number of members trained ▶ Hours of training provided ▶ Number of sites served ▶ Number of tutoring hours provided by members to students ▶ Number of children in early learning centers and elementary schools who are enrolled, screened, and tutored ▶ Number of students who complete the tutoring program ▶ Number of parents and family members who participate in literacy-focused school or home activities ▶ Number of community volunteers recruited, trained, and retained
Student tracking logs	<ul style="list-style-type: none"> ▶ Screener test scores: fall, winter, spring ▶ Number of grade levels gained ▶ Met benchmark on assessment tool
Participating and comparison schools	<ul style="list-style-type: none"> ▶ State reading assessments
Member survey, teacher interview, site supervisor interview ^a	<ul style="list-style-type: none"> ▶ Implementation of reading tutoring ▶ Members’ perceptions of change in students’ attitudes, behaviors, and self-confidence in reading ▶ Members’ experience with the program ▶ Suggestions for program improvement (e.g., facilitators, barriers to implementation) ▶ Members’ perceived quality, relevance, and utility of professional development activities

^aNew data collected by RMC Research.

¹⁴ 5 potentially higher performing and 3 potentially lower performing schools

Exhibit A5 Logic Model Chart Developed by Washington Reading Corps

Theory of Change: By training dedicated AmeriCorps members to provide best-practice literacy tutoring to struggling readers, targeted to students' assessed needs, Washington Reading Corps can help raise students' reading proficiency levels, improve their academic achievement, and, over the long term, improve their life outcomes. By helping individual children gain the skills they need for academic and life success, Washington Reading Corps helps foster socially engaged citizens and economically stable communities.

Project Resources INPUTS	Core Project Components ACTIVITIES	Evidence of Implementation and Participation OUTPUTS	Evidence of Change OUTCOMES		
			Short-Term (Changes in knowledge, skills, attitudes, opinions)	Medium-Term (Changes in behavior or action)	Long-Term (Meaningful changes)
<p>What we invest (# & type of AmeriCorps members)</p> <p>OSPI and WSC staff to provide leadership, guidance, and technical assistance.</p> <p>Washington Reading Corps Program Coordinator to manage day-to-day implementation; recruit, place, and provide training and technical assistance to members; monitor fidelity of implementation and program success; and coordinate planning for ongoing quality improvement.</p> <p>150 Full-time AmeriCorps members to provide tutoring, volunteer recruitment and coordination, and community/parent outreach.</p> <p>Early Learning Centers (ELC) and school site staff to provide member supervision, support, and alignment with core early literacy and/or reading curricula.</p> <p>Regional ESD staff to support service sites in specific geographic areas with technical assistance from literacy specialists, in partnership with OSPI.</p>	<p>What we do</p> <ol style="list-style-type: none"> 1) Serve sites that have the highest level of needs (high percentages of low-income children, English Learners, children of military personnel; low overall reading proficiency; and or large reading proficiency gaps). 2) Use a competitive application process to identify and select program sites based on demonstrated need, use of research-based strategies, and strongest level of commitment to Washington Reading Corps's service goals and objectives. 3) Use valid, reliable literacy screening assessments to determine which students need support and focus on those that need Tier II interventions. 4) Use valid, reliable, diagnostic, oral language fluency, and progress monitoring tools to assess students' reading proficiency early and multiple times throughout the year and use results of assessments to target tutoring to student need. 5) Provide tutoring individually and in small groups of no more than six through intensive 20-minute sessions at least three times a week (for preschool students, provide support during literacy activities throughout the day). All tutoring is based on proven literacy development practices. 6) Provide significant, structured, evidenced-based training and ongoing support to AmeriCorps tutors. 7) Provide ongoing technical assistance by qualified Literacy Specialists to ensure fidelity of implementation and trouble-shoot/problem-solve challenges. 8) Use WRC members to leverage additional tutoring support from community volunteers. 	<p>Direct products from program activities</p> <p>The number of:</p> <ol style="list-style-type: none"> 1) AmeriCorps members trained (150 Full Time). 2) Hours of training provided (minimum 36 hours). 3) Sites served (75). 4) Tutoring hours provided by members (270,000). 5) Children in ELCs and students in elementary schools who are enrolled, screened, and tutored (6,000). 6) Participants who complete the tutoring program (5,100). 7) Participants in ELCs who improve emergent literacy/reading readiness skills and students in elementary schools who increase their grade level proficiency or meet curriculum-based reading benchmarks (3,300). 8) Parents or family members who participate in literacy-focused school or home activities (24,292). 9) Community volunteers recruited, trained, and retained (3,000). 	<ol style="list-style-type: none"> 1) Improvements in students' attitudes, behaviors, and self-confidence in reading, as measured by observation. 2) Increases in students' literacy skills and reading proficiency, as measured by a) the number of children who meet literacy benchmarks on progress monitoring tools and b) the % of students who gain one grade level of reading proficiency on state assessments or meet curriculum-based reading benchmarks. 3) Washington Reading Corps members' reports of satisfaction with the program as measured by Washington Reading Corps's "Life After AmeriCorps" survey. 	<ol style="list-style-type: none"> 1) An increase in the number of Washington State students achieving grade-level reading proficiency, as measured by performance on state reading assessments. 2) A decrease in reading proficiency gaps, as measured by disaggregated performance data from state reading assessments. 	<ol style="list-style-type: none"> 1) Washington State students meet college-ready benchmarks in high school. 2) Students graduate from high school and enroll in and successfully complete postsecondary programs. 3) As adults, students gain meaningful employment that pays a living wage and participate actively in civic life. 4) Participating AmeriCorps members use the skills and experience they gain to become leaders in their chosen professions and in their communities.

Appendix B HLM Model

Exhibits B1 and B2 present the results for the final HLM model that explored the relationship between school-level characteristics, Washington Reading Corps member characteristics, and whether or not students met grade level benchmarks.

Exhibit B1
HLM Final Estimation of Fixed Effects: Population Average Model

Fixed Effect	Coefficient	Standard Error	t-ratio	Approx. df	p-value
Intercept1,B0					
Intercept2,Y00	0.096	0.247	0.390	21	0.701
Years in WRC,Y01	0.024	0.054	0.441	21	0.664
Total Enrollment,Y02	0.005	0.003	1.998	21	0.059
Site Supervisor,Y03	0.550	0.244	2.257	21	0.035
Average days of the week, slope, B1					
Intercept2,Y10	-0.170	0.072	-2.297	1920	0.002
Average minutes per day, slope, B2					
Intercept2,Y20	0.000	0.004	0.926	1920	0.355
Average group size, slope, B3					
Intercept2,Y30	0.120	0.047	2.627	1920	0.009

Exhibit B2

HLM Final Estimation of Fixed Effects: Population Average Model (continued)

Fixed Effect	Coefficient	Odds Ratio	Confidence Interval
Intercept1,B0			
Intercept2,Y00	0.072	1.10	(0.658, 1.842)
Years in WRC,Y01	0.030	1.02	(0.915,1.147)
Total Enrollment,Y02	0.007	1.01	(1.000, 1.011)
Site Supervisor,Y03	0.685	1.74	(1.044, 2.883)
Average days of the week, slope,B1			
Intercept2,Y10	-0.209	0.85	(0.735, 0.976)
Average minutes per day, slope, B2			
Intercept2,Y20	0.005	1.00	(0.995, 1.014)
Average group size, slope, B3			
Intercept2,Y30	0.160	1.13	(1.032, 1.243)

Appendix C

Washington Reading Corps Member Survey With Frequencies

Survey Introductory Text

Thank you taking the time to complete this survey. The survey includes questions about the professional development you received as a Washington Reading Corps member, what tutoring looks like at your site, changes you have noticed in your students’ attitudes, behaviors, and self-confidence around reading, barriers and facilitators to implementing the program, and a few questions about you. The survey will take roughly 15 minutes to complete. You will receive a \$10 gift card from Starbucks for your participation.

Professional Development

1. If you received WRC training through the SERVES Institute, please rate how useful the training was in each of the following areas. Select only one response for each item.

SERVES Institute Topics	Not Useful	Somewhat Useful	Useful	Very Useful	Extremely Useful	I did not receive training on this
Phonemic Awareness	50.0%	15.0%	28.0%	20.0%	20.0%	12.0%
Phonics	5.0%	15.0%	29.0%	21.0%	19.0%	11.0%
Fluency	10.0%	13.0%	25.0%	22.0%	17.0%	13.0%
Vocabulary	11.1%	11.1%	30.3%	20.2%	12.1%	15.2%
Comprehension	9.2%	14.3%	29.6%	19.4%	14.3%	13.3%
Active Learning (e.g., movement)	7.0%	14.0%	25.0%	21.0%	20.0%	13.0%
Helping All Students Learn (e.g., ELL, ADHD, Autistic Spectrum Disorder)	13.0%	20.0%	23.0%	7.0%	11.0%	26.0%

Note. n = 98–100

2. Please select any site specific trainings (at your WRC site or community site) you received during the 2014–2015 academic year. Check all that apply.

Topic	Received Training
Tracking student progress	74.8%
School Safety Plan	68.9%
Site's tutoring or intervention program	69.0%
Where to go with questions	68.0%
Orientation to school site	63.1%
School culture (e.g., expectations for dress/attendance/work area)	61.2%
How students learn to read (critical components of reading)	52.0%
Behavior management	46.6%
Strategies for diverse learners	38.8%
Communication plan for accessing school/site staff	38.8%
Volunteer recruitment or management plan	30.1%
Tutoring/intervention program	28.2%
Strategies for English Learners or bilingual students	26.2%
Family involvement plan	26.2%
State English Language Arts (ELA) learning standards	16.5%

Note. $n = 103$

3. Please rate the quality of the WRC training and professional development you received during the 2014–2015 academic year.

WRC Professional Development or Training	Poor	Fair	Good	Very Good	Excellent	Not Offered	Did Not Attend
ParaReading training	5.1%	13.3%	26.5%	19.4%	20.4%	11.2%	4.1%
Site-specific WRC trainings	4.0%	12.1%	25.3%	17.2%	24.2%	14.1%	3.0%
Professional development with school staff	4.0%	8.1%	24.2%	19.2%	28.3%	11.1%	5.1%
Other	7.4%	8.4%	26.3%	15.8%	22.1%	13.7%	6.3%

Note. $n = 95-99$.

4. Thinking about all of the WRC training and professional development you received in 2014–15, how **relevant** was it to your work as a WRC member?

Did Not Attend	Not Relevant	Somewhat Relevant	Moderately Relevant	Very Relevant	Extremely Relevant
0%	4.2%	15.8%	25.3%	31.6%	23.2%

Note. n = 103

5. As a WRC member, are there areas where you wish you had more training or professional development? If so, in which areas?

[open ended]

Implementation of Reading Tutoring

6. To what extent were the following aspects of WRC tutoring implemented at your site during the 2014–2015 academic year?

WRC Program Elements	Not at all	To some extent	To a moderate extent	To the full extent
20 minute tutoring sessions with Tier II intervention students 3 times a week	3.0%	9.0%	7.0%	81.0%
Small-group tutoring with no more than 6 students in each session	1.0%	8.0%	6.0%	85.0%
Community volunteer recruitment	10.9%	31.7%	29.7%	27.7%
Family literacy events	3.0%	12.9%	25.7%	58.4%

Note. n = 100–101

Student Responses to Reading

7. Thinking about the students you tutored in reading this year, approximately what percentage of students showed improvement in:

Student reading behavior	0%	1–25%	26–50%	51–75%	76–100%	Not Observed
Reading for longer amounts of time	0.0%	3.1%	13.3%	38.8%	33.7%	11.2%
Reading independently	0.0%	5.1%	15.2%	32.3%	41.4%	6.1%
Putting in effort when reading	1.0%	0.0%	8.2%	40.8%	49.0%	1.0%
Staying on task while reading	0.0%	3.0%	20.2%	52.5%	23.2%	1.0%
Asking questions about what they read	0.0%	11.2%	20.4%	43.9%	23.5%	1.0%
Answering questions about what they read	0.0%	5.1%	19.2%	26.3%	48.5%	1.0%
Asking about word definitions	0.0%	15.3%	23.5%	31.6%	27.6%	2.0%
Reading aloud fluently	0.0%	2.0%	14.1%	43.4%	37.4%	3.0%
Comfort reading aloud	0.0%	2.0%	13.1%	41.4%	39.4%	4.0%
Choosing own books	1.0%	6.1%	12.2%	29.6%	29.6%	21.4%
Demonstrating interest in new books	0.0%	4.0%	14.1%	34.3%	35.4%	12.1%
Exploring different kinds of books	0.0%	10.1%	16.2%	22.2%	34.3%	17.2%
Expressing enjoyment when reading	0.0%	5.1%	24.5%	32.7%	33.7%	4.1%

Note. $n = 98-99$

8. Thinking about the students you tutored this year, have you noticed any other changes in their **reading behaviors**? If so, please describe.

[open ended]

Student Attitudes Toward Reading

9. Thinking about the students you tutored since the beginning of this academic year, how have your students' **attitudes** changed, if at all, toward reading?

Attitude toward reading	Percent
Much worse	0.0%
Somewhat worse	1.0%
About the same	14.1%
Somewhat better	0.0%
Much better	81.8%
I don't know.	3.0%

Note. $n = 99$

10. Please explain how your students' **attitudes toward reading** have changed since the beginning of this academic year.

[open ended]

11. Thinking about the students you tutored this year, have you noticed any changes in their self-confidence in reading? If so, please describe.

[open ended]

Facilitators and Barriers to Implementation

12. How helpful were the following factors this past year in implementing the WRC tutoring model?

Factors	Not helpful	Somewhat helpful	Helpful	Very Helpful	Extremely Helpful
Support from school administration for the WRC program	2.0%	13.1%	15.2%	27.3%	42.4%
Time allotted to tutor students	1.0%	8.1%	25.3%	25.3%	40.4%
Lead teacher involvement with the WRC members	5.2%	6.2%	23.7%	24.7%	40.2%
WRC Site Coordinator involvement	5.1%	11.2%	22.4%	22.4%	38.8%
WRC State Coordinator involvement	14.4%	18.6%	22.7%	24.7%	19.6%

Note. n = 97–99

13. What challenges this past academic year, if any, did you face implementing the WRC tutoring model at your site?

[open ended]

WRC Member Experiences

14. We're interested in learning more about your experience with the WRC. Please rate your level of agreement with the following statements as a WRC member **during the 2014–15 academic year**.

WRC Member Experience	Strongly Disagree	Disagree	Agree	Strongly Agree
I am helping others through the WRC.	0.0%	1.0%	26.3%	72.7%
I am serving the school community.	0.0%	0.0%	23.2%	76.8%
I have a good relationship with the students I tutor through the WRC.	0.0%	0.0%	15.2%	84.8%
I know how my work as a WRC member influences my students' reading skills.	0.0%	2.0%	24.2%	73.7%
I feel a responsibility for developing my students' literacy.	0.0%	1.0%	29.6%	69.4%
I feel like my abilities are being utilized as a WRC member.	3.0%	4.0%	34.3%	58.6%
I feel like my skills are being utilized as a WRC member.	4.0%	5.1%	30.3%	60.6%
I find my work with the WRC challenging.	8.2%	19.4%	43.9%	28.6%
I find my work with the WRC interesting.	2.0%	5.1%	40.4%	52.5%
I am learning new skills from WRC that will be useful in the future.	1.0%	7.1%	38.4%	53.5%
I am fairly compensated for my work with the WRC (e.g., stipend, education grants, etc.)	10.1%	35.4%	41.4%	13.1%
I receive quality supervision as part of the WRC.	3.0%	9.1%	37.4%	50.5%
I have received positive feedback for my work with the WRC.	1.0%	6.1%	35.4%	57.6%
I have been able to get to know other WRC members.	4.0%	16.2%	39.4%	40.4%
I have a good relationship with other WRC members.	3.0%	11.1%	46.5%	39.4%
I have an opportunity to socialize with other WRC members.	8.2%	30.6%	35.7%	25.5%

Note. *n* = 98–99

15. Have you been asked to serve in other ways *during the school day* that are not related to your role as a WRC member? If so, please describe.

16. Do you plan to return as a WRC member during the 2015–16 academic year?

Response	Percent
Yes	30.3%
No	55.6%
I don't know	14.1%

Note. n = 99.

17. What factors are influencing your decision about returning as a WRC member in the 2015–16 academic year? Please explain.

[open ended]

18. To what degree does your financial compensation as a WRC member influence your decision about returning next year? Please explain.

[open ended]

19. Is there anything else you would like to add about your experience as a WRC member?

[open ended]

WRC Member Demographics

20. Have you had previous experience, not including your work with the WRC, as a volunteer?

Response	Percent
Yes	83.5%
No	16.5%

Note. n = 97

21. I identify my gender as

[open ended]

22. What is your highest level of education?

Level of Education	Percent
High school diploma (or GED)	7.1%
Some college, but no degree	17.3%
2-year college degree	13.3%
4-year college degree	57.1%
Graduate-level degree	5.1%

Note. n = 98.

Appendix D

Telephone Interview Protocols

Washington Reading Corps Site Supervisor

Thank you for agreeing to be part of this interview. RMC Research is conducting an evaluation of the effects of the Washington Reading Corps' efforts to improve the reading skills of struggling readers from pre-Kindergarten through Grade 6. We appreciate your feedback about your experiences with the WRC this year.

I'll start by asking questions about the role of Washington Reading Corps members at your school (early learning center, other).

1. How do you work with the Washington Reading Corps program?

There are 1 (2, 3, etc.) Washington Reading Corps members at your site, is that correct?

2. Does the WRC member use a push-in model (come in to class to help with class lesson) or pull out students to work with them separately?
3. Does the WRC member follow a specific reading model or approach?
 - a. If so, what approach to reading support does the WRC member use?
 - b. How do staff help the WRC member be consistent with your school's reading curriculum?
4. How useful do you think having a WRC member provide tutoring is for improving struggling students' reading skills?
 - a. What makes you think it is (or is not) useful? (e.g., teacher report, other)
5. What would make the WRC member(s) more effective at helping students with reading?
6. Are there activities the WRC member does, other than tutoring, that improve student reading skills? For example, engaging family support for reading improvement?
7. Does your site provide any training to members about how to support bilingual students or English Learners?
 - a. If yes, what does that training look like?
 - b. If no, do you think this kind of training is needed for WRC members?

Now I'll ask how your school is prepared to sustain activities currently being done by the WRC members, if the WRC program goes away.

8. Are there written materials at your school that describe reading activities the WRC member implements?
 - a. For example, does your school have a volunteer plan or written documentation of other processes that promote program sustainability, like how to organize reading nights or engage families in supporting reading skills?

- b. Is there written information about the steps involved in recruiting reading volunteers from the community?
9. Imagine your school did not have the WRC program and the WRC member next year. What aspects of reading support do you think would continue without the WRC member in your school?

Now I'll ask about the aspects of the program that are working well and about any barriers to WRC members being as effective as they could be with struggling readers.

10. Sometimes contextual factors at a school (*early learning center, other*) influence how effective a program is. Organizational policies, funding, or staffing can play a role.

Are there contextual factors at your school—like organizational policies, funding, or staffing—that either support or reduce the effectiveness of the WRC member or the WRC program? If so, please describe.

11. What are some practices at your school (*early learning center, other*) that help make WRC members or the WRC program effective at improving students' reading skills?

Ask for examples: below are possible ideas to explore, as needed:

Additional training for WRC member

Coaching or mentoring from school staff around reading strategies

Coaching or mentoring from school staff around behavior management

Degree to which teachers and WRC members collaborate

Degree to which the WRC member is integrated into the school community

High-quality books, engaging reading materials that represent both literature and informational text

12. What are some practices of the WRC program that help make it effective at improving reading skills?
13. What are some barriers or challenges at your school (*early learning center, other*) that influence how effective WRC members or the WRC program is at supporting student reading skills?

Ask for examples.

Washington Reading Corps Teacher

Thank you for agreeing to be part of this interview. RMC Research is conducting an evaluation of the effects of the Washington Reading Corps' efforts to improve the reading skills of struggling readers from pre-Kindergarten through Grade 6. We appreciate your feedback about your experiences with the WRC this year.

I'll start by asking questions about the role of Washington Reading Corps members at your school (early learning center, other).

There are 1 (2, 3, etc.) Washington Reading Corps members at your site, is that correct?

1. What does the WRC member do at your school (*early learning center, other*) to improve students' reading skills?
2. What does tutoring by WRC members look like at your site (e.g., one-on-one, small group)?
3. Does the WRC member follow a specific reading model or approach?
 - a. If so, what approach to reading support does the WRC member use?
 - b. Is this approach consistent with your classroom reading curriculum?
 - c. How do you help the WRC member be consistent with your reading curriculum?
4. How useful do you think having a WRC member provide tutoring is for improving struggling students' reading skills?
 - a. What makes you think it is (or is not) useful?
5. What would make the WRC member(s) more effective at helping students with reading?
6. How integrated is the WRC member in your school community?
7. Are there activities the WRC member provides, other than tutoring, that improve student reading skills? For example, engaging family support for reading improvement?
8. How involved is the WRC member in recruiting community volunteers? How about with organizing or working with family literacy events?
9. If you had the opportunity to have a WRC member working with you next year, would you take that opportunity? Why or why not?
10. Imagine your school did not have the WRC program and the WRC member next year. What aspects of reading support do you think would continue without the WRC member in your school?

Now I'll ask about the aspects of the program that are working well and about any barriers to WRC members being as effective as they could be with struggling readers.

11. Sometimes contextual factors at a school (*early learning center, other*) influence how effective a program is. Organizational policies, funding, or staffing can play a role.

Are there contextual factors at your school—like organizational policies, funding, or staffing—that either support or reduce the effectiveness of the WRC member or the WRC program?

If so, please describe.
12. What are some practices at your school (*early learning center, other*) that help make WRC members or the WRC program effective at improving students' reading skills?

Ask for examples: below are possible ideas to explore, as needed:

Additional training for WRC member

Coaching or mentoring from school staff around reading strategies

Coaching or mentoring from school staff around behavior management

Degree to which teachers and WRC members collaborate

Degree to which the WRC member is integrated in the school community

High-quality books, engaging reading materials that represent both literature and informational text

13. What are some barriers or challenges at your school (*early learning center, other*) that influence how effective WRC members or the WRC program is at supporting student reading skills?

Ask for examples