

# GUIDE TO BECOMING A K-3 READING CORPS SITE PARTNER 2021-22



Considering partnering with K-3 Reading Corps? This Guide contains the information administrators should know. **Please read carefully prior to submitting your Site Application.**

If you have questions about Reading Corps or about the 2021-22 site selection process, please contact Renee Borg at [rborg@hopenetwork.org](mailto:rborg@hopenetwork.org) or 616-490-4408.

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## K-3 READING CORPS FACT SHEET

### What are Reading Corps services?

- Reading Corps Interventionists are trained to provide daily 1-on-1, twenty-minute sessions with Kindergarten through 3<sup>rd</sup> grade students
- A staff person at the school (“site”), called an Internal Coach, attends three days of Reading Corps training prior to the school year and supports the Interventionists throughout the year
- A literacy expert with Reading Corps, called a Coaching Specialist, supports the Internal Coach and Interventionist(s) at the site<sup>1</sup>
- Interventionist(s) provide targeted reading skill practice, commonly called interventions, primarily in the areas of phonemic awareness, phonics, and fluency
- Interventionists are trained in 10 scripted reading interventions; Internal Coaches and Coaching Specialists select interventions for students based on individual student data

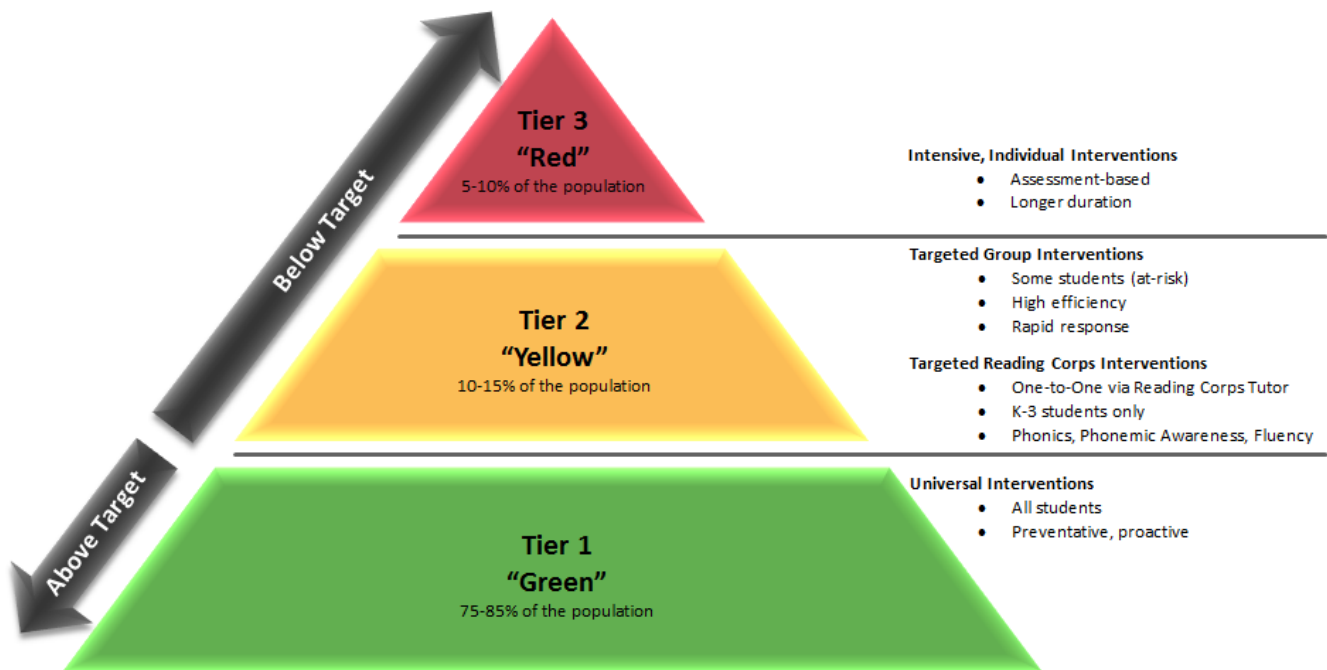
### Which students are eligible to receive Reading Corps services?

- Kindergarten through 3<sup>rd</sup> grade students scoring “below target” on benchmark assessment probes administered by the Interventionists. Within a Response To Intervention/Multi-Tiered Systems of Support 3-Tier model, these students are *generally* classified as receiving Tier 2 supports.
- Students who need reading skill practice versus intensive reading instruction in longer daily sessions
- Students receiving Title 1, special education, or English Language services are eligible as determined by the Internal Coach in collaboration with the Coaching Specialist and school staff

<sup>1</sup> Sites have the option for Interventionist(s) to serve in-person, virtual or hybrid to meet site specific needs.  
Guide to Becoming a K-3 Reading Corps Site Partner 2020-21

## Response to Intervention - Three Tier Model

### Data-based decision-making and intervention



### When are Reading Corps services delivered, and how many students do Interventionists serve during the school day?

- Sessions occur outside of a student's teacher-led reading instruction time during the school day
- Students receive daily 20-minute sessions every day of the week
- Interventionist caseloads vary depending on the number of hours they are serving in a day (varies from 8 to 10 students for Interventionists serving part of the school day to a *minimum* of 15 students for Interventionists serving the whole day)

### How long do students receive Reading Corps services?

- Students receive Reading Corps interventions as long as their individual data indicates they are in need of intervention services
- Reading Corps Interventionists administer weekly 1-minute reading probes to students and create individual student graphs to illustrate student progress.

### How often do Reading Corps Interventionists meet with their Internal Coaches and/or Coaching Specialists?

- It is recommended that Interventionists and their Internal Coaches allocate 10-15 minutes per day for communication or schedule weekly meetings. As Interventionists become familiar with their tasks, the amount of meeting time may be reduced.
- One time per month, the Internal Coach, Reading Corps Interventionists, and Coaching Specialist meet to review every student's graph and determine which interventions should be observed for fidelity and additional coaching or if interventions should be changed.
- Internal Coaches observe Interventionists with students and check intervention integrity using observation checklists two times on two separate days per month. Coaching Specialists observe and conduct integrity checks with Internal Coaches regularly (if possible) to support the Internal Coach in learning the interventions and coaching the Interventionists. Administration and

scoring of the assessment is observed jointly by Internal Coaches and Coaching Specialists, tri-annually, using a checklist. These may be done in-person or remotely (note: video capability is required for remote, joint fidelity checks).

### Who are Reading Corps Interventionists?

- Reading Corps Interventionists are AmeriCorps members who focus on solving a societal problem – in this case, a gap in reading achievement. AmeriCorps is often referred to as the “domestic Peace Corps.”
- Reading Corps Interventionists are individuals engaged in a commitment of service, during the school year, in meeting needs in their local communities through AmeriCorps and are commonly referred to as “members” or “Interventionists.”
- Reading Corps Interventionists maintain a stable, regular schedule of hours at a site and are supervised by an Internal Coach at the site. Supervision is 6-9 hours per interventionist per month.
- Reading Corps Interventionists are not employees of the school district nor are they paraprofessionals; they may not be used to supplant services provided by the site employees.
- Interventionists receive a modest living allowance and earn hours of service toward an education award to pay educational expenses at qualified institutions of higher education, for educational training, or to repay qualified student loans.

### What are the assessments used?

The assessment tools used by Reading Corps were chosen because of their well-established statistical reliability and validity. All these measures fit under the umbrella of “Curriculum-Based Measurement” (CBM), and are fluency-based assessments, meaning that students are given an unlimited opportunity to respond to items within a fixed amount of time, and the number of correct responses is counted.

- Benchmark assessments are conducted in the fall, winter, and spring. They are 1-minute assessments and include: 1) Letter Names, 2) Letter Sounds, 3) Nonsense Words (English), and 4) CBMreading (3 passages). Progress monitoring assessments are conducted weekly to gauge the effectiveness of the intervention and progress of the student. They are 1-minute assessments and include: 1) Letter Sounds, 2) Nonsense Words (English) and 3) CBMreading.

### What are the interventions used?

The interventions used by Reading Corps are each designed to provide additional practice that is supplemental to the core reading instructional program provided by the site. The interventions share a common theme in that they primarily focus on practicing foundational reading skills including phonemic awareness, letter sound knowledge, decoding skills, and oral reading fluency (rate+accuracy+expression). Interventionists are trained to deliver ten research-based supplemental reading interventions with participating students.

1. **Phoneme Blending:** The student builds the skill of blending individual phonemes (smallest individual units of sound of spoken language) into words.
2. **Phoneme Segmenting:** The student builds the skill of listening to words and breaking words into their individual phoneme segments.
3. **Letter Sound Correspondence:** The student builds the skill of associating the correct sounds with letters.
4. **Blending Words:** The student builds the skill of blending individual letter sounds into words.

5. **Newscaster Reading:** The student builds skills in reading with appropriate phrasing and expression through extensive modeling by the tutor and practice.
6. **Duet Reading:** The student builds reading fluency skills with modeling and practice.
7. **Repeated Reading with Comprehension Strategy:** The student builds skills in reading fluently (rate+accuracy+expression) while reading for comprehension.
8. **Pencil Tap:** The student builds skills in reading accurately instead of carelessly.
9. **Stop/Go:** The student builds skills in recognizing punctuation and phrasing when reading connected text.
10. **Word Construction:** The student builds skills in phonics and fluency. This intervention bridges the gap between decoding individual words and reading connected text.

## IS K-3 READING CORPS A GOOD FIT FOR YOUR SITE?

Good news! Reading Corps thrives in a wide variety of contexts. There are a few bare minimum considerations:

- ☐ Is there someone on your staff with the talent and capacity to serve as the Internal Coach? **Please go to [page 10](#) and review “Description of Internal Coach” in this document.**
- ☐ How will the Internal Coach’s schedule reflect time for Reading Corps duties (approx. 6-9 hours per classroom per month) plus training?
  - ☐ How will you (the school/district) compensate the Internal Coach required training dates? All training for Internal Coaches will be completed virtual and asynchronous.
  - ☐ How will you (the school/district) compensate the Internal Coach for time spent on Reading Corps duties throughout the year, if applicable?
- ☐ Name of proposed Internal Coach: \_\_\_\_\_
- ☐ Does your school (“site”) serve students in Kindergarten, first, second, and/or third grade?
- ☐ Is student contact time sufficient for a Reading Corps Interventionist schedule?
- ☐ Is there support for research-based literacy interventions to occur during the school day? (e.g., a place for tutoring, a computer with internet access and a video camera, all teachers know what the K-3 Reading Corp does)

Here are other factors that will be helpful when you apply so we can best customize the Reading Corps award for your site:

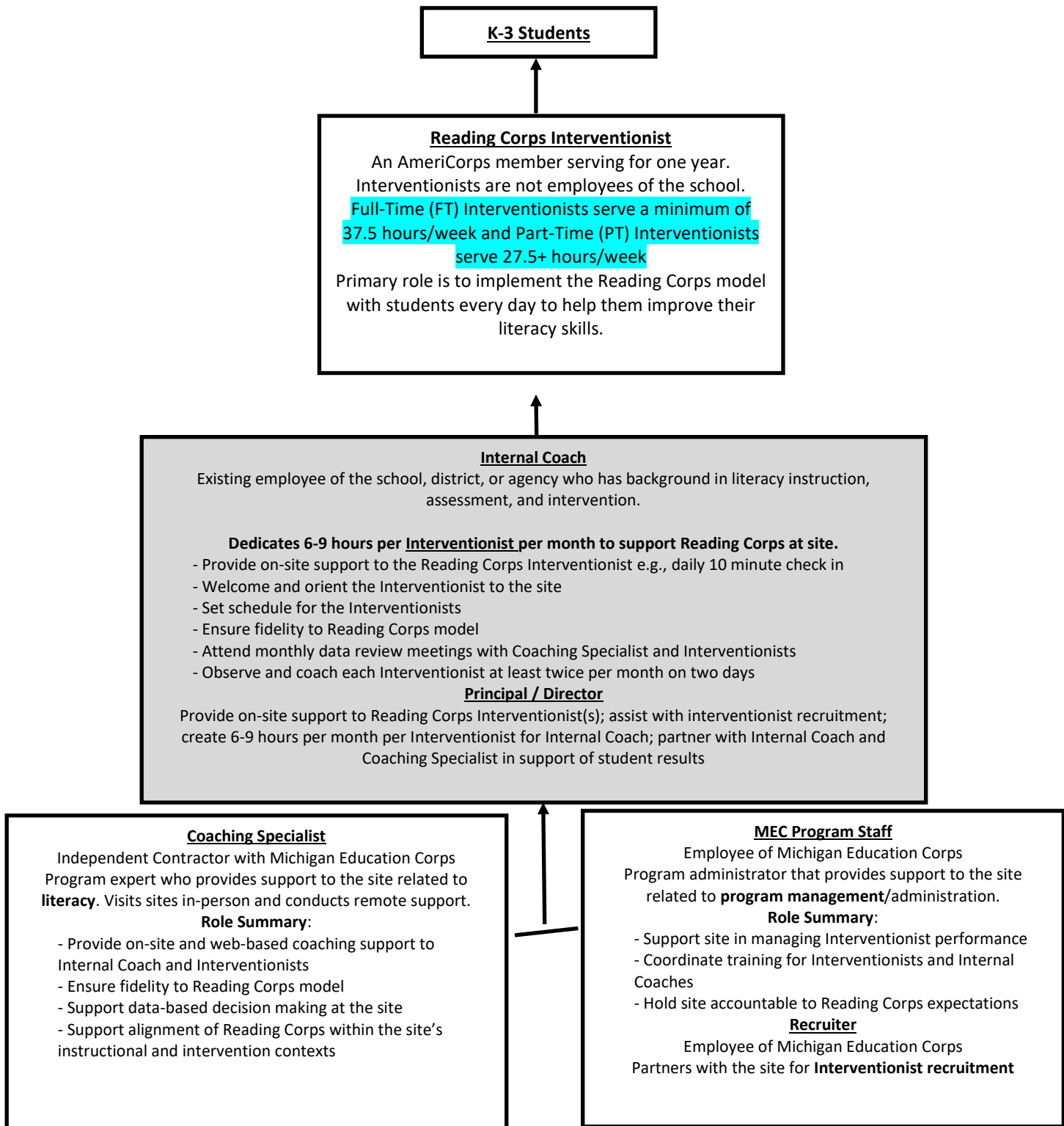
- ☐ What curriculum are you currently using for tier 1 and tier 2/3 intervention?
- ☐ What literacy assessments do you use for screening and progress monitoring?
- ☐ In which space(s) would the Reading Corps sessions occur? \*Note: sites have the option for Interventionists to serve in-person, virtual or hybrid to meet site specific needs.
- ☐ To which computer(s) with internet access and a video camera would Interventionist(s) have regular, reliable access?
- ☐ Will the Interventionist serve virtual? If so, does the school have a computer with camera and microphone for the Interventionist to use for the program year? What platform will be used to connect student to Interventionist?
- ☐ What secure (locked) storage could the Reading Corps Interventionist use for student files, for personal items, etc.?
- ☐ What is the Response to Intervention/Multi-Tiered Systems of Support model of service delivery utilized at your site for academics and behavior?
- ☐ Estimate the number of students who are below grade level expectations in reading for each grade, i.e., need tier 2 intervention
- ☐ Site has computer with internet access and a video camera to allow for remote based support, observations, and monthly data review meetings.
- ☐ What do we need to know about your district or agency in order to be in compliance with your own district or agency's policies for partnerships? With whom should we work on the following if they come up?
  - ☐ We run extensive background checks and cannot pay for or ask Interventionists to pay for any additional background checks. Additional background checks will be at the district/school expense.
  - ☐ Contact for background checks: \_\_\_\_\_ [name]; contact during schools year; contact during summer
  - ☐ Posting open positions on a district or site employment page (Recruitment contact for Interventionist recruitment: [name]; contact during schools year; contact during summer
  - ☐ Posting a site sign with the AmeriCorps logo, Reading Corps logo, and, potentially, the logo of any funder who is sponsoring the program at your site.

## The Process to Apply

	Read the Guide to Apply and its entirety. Has the Internal Coach read the Guide to Apply on page 10?
	Read Michigan Education Corps Participation Fee on page 14?
	Please click the link to get started: <a href="http://bit.ly/K-3App2021-22">http://bit.ly/K-3App2021-22</a>

	Complete the Site Application. You may save partial work and log in prior to March 12, 2021 to finish or make changes.
	Site Applications will be accepted through March 12, 2021. If you have any questions, please contact Renee Borg at <a href="mailto:rborg@hopenetwork.org">rborg@hopenetwork.org</a>
	<p>This year MEC will offer four start dates and schools will be able to select their desired start date for their first Interventionist. If a position isn't filled by the selected start date, MEC will continue to recruit for openings until the final offered training. Here are the scheduled start dates:</p> <ul style="list-style-type: none"><li>• Week of August 16, 2021</li><li>• Week of September 7, 2021</li><li>• Week of October 25, 2021</li><li>• Week of January 17, 2022</li></ul>

## SUPPORTING ROLES IN READING CORPS





## DESCRIPTION OF K-3 READING CORPS INTERVENTIONISTS

**Role Description:** MEC K-3 Reading Corps Interventionists serve one-on-one with K-3 students who need help practicing their reading skills. They use prescribed, research-based literacy interventions and conduct weekly progress monitoring to ensure the student is on track to read at grade level by 3<sup>rd</sup> grade or sooner. Interventionists make a commitment to complete their AmeriCorps service during the school year in a Full-Time or Part-Time capacity.

K-3 Reading Corps Interventionist	
<b>Who is this person?</b>	Someone recruited from the community – a recent college graduate, a parent, a retiree, etc.
<b>What does the Interventionist do at the site?*</b>	The Interventionist provides daily 1-on-1 Reading Corps interventions in 20 minute sessions to a caseload of students during the school day.
<b>Can the Interventionist serve virtually or in a hybrid situation?</b>	Yes! Interventionist(s) can serve in a variety of ways to meet site expectations.
<b>Are there other things the Interventionist is expected to do?</b>	The Interventionist is required to attend ongoing Reading Corps training with Internal Coach.
<b>What is the time commitment?</b>	<ul style="list-style-type: none"> <li>- Full-Time (FT) interventionists serve a minimum of 37.5 hours/week</li> <li>- Part-Time (PT) interventionists serve a minimum of 27.5 hours/week</li> </ul>
<b>What are the financial benefits?</b>	<ul style="list-style-type: none"> <li>- Bi-weekly, competitive living allowance</li> <li>- Segal AmeriCorps Education award up to \$4,441.50 to pay for college tuition or student loans</li> <li>- Student loan forbearance on federal loans</li> <li>- Health insurance and childcare assistance (FT)</li> </ul>
<b>What are the non-financial benefits?</b>	<ul style="list-style-type: none"> <li>- Serve students every day through one-on-one, research-based interventions.</li> <li>- Gain resume-building professional experience</li> <li>- Earn college credit while serving at participating institutions</li> <li>- Serve during the school day full or part-time—have time for family a job or classes</li> </ul>
<b>How do they get involved?</b>	Start the process by completing a Reading Corps application online: (forthcoming)

## DESCRIPTION OF INTERNAL COACH

On-site literacy coaching is essential to the success of Reading Corps and your students. The ability to provide adequate coaching support must be carefully considered. Michigan Education Corps charges a \$5,000 per Interventionist fee for each Interventionist awarded to each school. Example funding options include Title 1, 31a, and the Additional Time Grant.

Internal Coach Description	
<b>Role</b>	The Internal Coach is designated by the principal and will be trained by Reading Corps to provide literacy support and oversight to the Reading Corps Interventionists. Internal Coaches will uphold the Reading Corps model and be a liaison among teachers and Interventionists and program staff.
<b>Person</b>	<p>School psychologists, MTSS Specialists, reading teachers, literacy specialists, or instructional coaches are excellent candidates for Internal Coaches. Classroom teachers and administrators are typically <u>not</u> good candidates for Internal Coaches, as they must conduct observations during the school day. <b>We <i>highly</i> recommend that you do <u>not</u> select a classroom teacher or administrator to serve as Internal Coach.</b></p> <p>An Internal Coach should:</p> <ul style="list-style-type: none"> <li>➤ Be knowledgeable about the use of curriculum-based measurement</li> <li>➤ Be knowledgeable about scripted reading interventions (Standard Treatment Protocol)</li> <li>➤ Have time allocated to fulfill the responsibilities listed below, including attending required training and conducting coaching sessions</li> <li>➤ Be knowledgeable in reading instruction</li> <li>➤ Have skills to provide supervision and coaching to adults; including member performance management as necessary</li> </ul> <p>Note: Challenges occur when a principal assigns this responsibility to a staff position and supplements existing responsibilities with the Internal Coach role. Principals must create dedicated time for the Internal Coach position for Reading Corps. Principals should be thoughtful about <i>incorporating</i> this responsibility into a staff person's position, and what other responsibilities will be taken "off his/her plate."</p>
<b>Time Commitment</b>	<p>*Average of 6-9 hours of coaching and support <u>per tutor</u> per month.</p> <p>*15.0 hours of training (new coaches) or 6-8 hours of training (returning coaches), plus one additional training for NEW Internal Coaches that will occur 3-5 weeks after August training.</p> <hr/> <p style="text-align: center;">Required training + coaching for <b>1 tutor</b> = approx 0.1 FTE</p> <hr/> <p style="text-align: center;">Required training + coaching for <b>2 Interventionists</b> = approx 0.15 FTE</p> <hr/> <p style="text-align: center;">Required training + coaching for <b>3 Interventionists</b> = approx 0.2 FTE</p>
<b>Training</b>	Complete a series of self-paced, online training modules lasting approximately 8-15 hours. Training will be sent to Internal Coaches at the beginning of the program year or when they register with the program and should be completed within two weeks of an Interventionist starting.
<b>Responsibilities</b>	Provide required <b>on-site orientation</b> for the Interventionist(s) to introduce them to your site. MEC will give guidelines of what is expected.

	<p><b>Develop a consistent weekly schedule</b> for the Interventionist that accounts for the daily and weekly hours commitment of their position: Full-Time (FT) tutor serve between 37.5 hours/week; a Part-Time (PT) tutor a minimum of 27.5 hours/week. Interventionists should serve with a full caseload of students at any given time.</p> <p>Provide support to allow the Interventionist(s) to develop professionally throughout the year, including inviting the Interventionist to participate in <b>professional development opportunities</b> at the service site and in the community.</p> <p><b>Complete a twice-monthly intervention integrity observation and checklist</b> for each intervention observed, provide feedback to the Interventionist, and submit checklists to MEC or the Internal Coach enters the data into RCDMS (Reading Corps Data Management System). <a href="#">Description of Internal Coach</a></p> <p><b>Complete an Observing and Rating Administrator Accuracy (ORAA)</b> three times a year prior and/or during to the benchmark periods. This must be completed until the administration by Interventionist is reliable and standardized, 95% accuracy.</p> <p>Select and give Interventionists access to numbered and <b>grade-level passages</b> (<u>not</u> books) to use during Reading Corps intervention sessions (e.g., leveled passages from curriculum, Read Naturally, Easy CBM, Reading A to Z).</p> <p>Work collaboratively with the Interventionist to <b>select and exit students</b> according to Reading Corps criteria, and determine appropriate reading interventions.</p> <p>Ensure the Interventionist is <b>accurately reporting student data</b>, including assessment scores and demographic information, by preset deadlines.</p> <p><b>Consult with the Coaching Specialist</b>, who meets with the Internal Coach and Interventionists to do observations, conduct fidelity checks for assessment and interventions, and review student progress. The frequency of Coaching Specialist onsite visits ranges from three times per year to once a month, depending on the site's needs and the Internal Coach's experience with Reading Corps. Additionally, Coaching Specialists, Internal Coaches, and Interventionists engage in monthly discussions and review of student data/progress.</p> <p>Work closely with MEC program staff and Principals to <b>proactively</b> manage Interventionist performance and immediately address issues as they arise. Interventionists are expected to adhere to <b>both MEC Program and service site policies and procedures regarding program implementation, professionalism</b>, confidentiality, safety, dress code, attendance, cell phone use, etc.</p> <p>If your site selects for K-3 Reading Corps Interventionist(s) to serve remotely (whether for their service term or until deemed safe to serve in-person), provide a remote service plan for members to ensure understanding of communication expectations, access to school remote platform, and complete a schedule for remote interventions to occur. Connect with a MEC staff to provide the Remote Service Plan document.</p> <p><b>Approve Reading Corps Interventionists' timesheets</b> once every two weeks and complete an Interventionist <b>performance evaluation</b> two times per year.</p> <p>Complete a <b>semi-annual online program survey</b> and participate in <b>semi-annual site visits</b> with MEC program staff.</p> <p>As needed, participate in <b>special site visits</b> to highlight and demonstrate the effectiveness of the K-3 Reading Corps program. These site visits may include media, legislators, corporations, and other parties involved in funding.</p>
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## SITE EXPECTATIONS IN IMPLEMENTING READING CORPS

1. Identify a staff person to fill the role of Internal Coach ([Description of Internal Coach](#)) and allocate sufficient time for the person to attend training and fulfill the responsibilities for K-3 Reading Corps, including providing on-site supervision and support to the Reading Corps Interventionist.
2. Collaborate with MEC staff to find high-quality Reading Corps Interventionists for your site. Site-based recruitment is a critical tool MEC relies on for attracting and placing interventionists at your building. Your participation in outreach and recruitment is essential.
3. Educate teachers about the Reading Corps model to capture buy-in and support for implementation.
4. Welcome the Interventionist to the site, introduce to staff, provide an orientation to the site, etc. Provide service space for the Interventionist to use, including a locked filing cabinet and computer access (with Google Chrome or Firefox as the web browser; internet access, and video camera). Interventions occur in a space, designated by the site, which allows students to focus on the task.
5. Follow Reading Corps Eligibility Scores Table to determine which students are eligible for Reading Corps services. Reading Corps uses criterion reference target scores at each grade level to determine which students are eligible for tutoring.
6. Support the Interventionists' implementation of Reading Corps research-based literacy interventions.
7. Ensure that students receiving Reading Corps services are provided targeted literacy interventions for 20 minutes each day, five days a week (100 minutes weekly). Create the tutoring schedule for the minimum required caseload of students.
8. Support benchmarking (also known as screening data collection) during the fall, winter, and spring benchmark periods for participating K-3 students as well as those who have participated in Reading Corps in the past, and the recording of these data into the online Reading Corps Data Management System.
9. Ensure weekly progress monitoring for participating students to guide tutoring interventions occurs. Interventionists are responsible for collecting and recording this data into the online Reading Corps Data Management System.
10. Ensure that Reading Corps Interventionists consistently serve their expected caseload of students at any given time: 15-18 students for Interventionists serving in a full-time capacity or 8-10 students for Interventionists serving in a part-time capacity.
11. Adhere to the exit criteria guidelines set by Reading Corps, which establish when a student is ready to be exited from Reading Corps services.
12. Provide demographic data & state-assigned student ID number for students receiving Reading Corps services. Support the Reading Corps program in following federal (i.e., FERPA) and state regulations for data security and sharing. A detailed description of data required from the site for participating students is provided in the Reading Corps Site Agreement.
13. Support activities and strategies that promote family involvement and increase the reading-rich environment of the site, including implementing the Read at Home (RAH!) family literacy

intervention. Support with the Reading Corps Interventionist, communicate with the families/caregivers of students who are receiving Reading Corps services.

14. Provide a mechanism for informing families that their child is receiving Reading Corps services. One option is to use the template letter provided by Reading Corps.
15. Ensure service site is accessible to people with disabilities.

## Michigan Education Corps Participation Fee

Michigan Education Corps is non-profit. Michigan Education Corps charges a \$5,000 per Interventionist as part of the agreement to receive the K-3 Reading Corps program. The fee is \$5,000 for an interventionist whether Part-Time or Full-Time. This fee helps cover expenses to recruit, onboard, train and coach a new Interventionist prior to them starting to tutor students at a school. Example funding options include Title 1, 31a, Additional Time Grant, General School Fund, etc. MEC will also work with schools to approach community partners to cover this and/or additional costs as needed.

Michigan Education Corps does not reimburse the \$5,000 participation fee once an Interventionist has tutoring minutes (regardless of how many minutes) with one or more students. Further, if an Interventionist starts at a school and then leaves of their own accord or is dismissed by MEC staff (i.e. after a few weeks or even a few months), MEC will work diligently to replace that Interventionist. MEC will not charge an additional participation fee for the replacement Interventionist.

In *some* cases, a full-time Interventionist can only be replaced by a part-time Interventionist. There is no participation fee reduction if a school has a full-time Interventionist and that Interventionist must be replaced with a part-time Interventionist. MEC will work with sites on a case-by-case basis and strive for minimal disruption to the amount K-3 Reading Corps service provided with Interventionist transitions if they occur. Further, if MEC can replace a full-time Interventionist with two part-time Interventionists, MEC will not charge an additional participation fee for the additional, second Interventionist. Finally, if MEC is unable to place Interventionists with the fully awarded request, MEC will only charge for the number of Interventionists actually placed at the school.

In summary, MEC will charge the participation fee one time for each unique Interventionist awarded to a service site and only when the individual has tutoring minutes with one or more students (regardless of how many minutes) at their site.

When a school site is awarded with the requested number of Interventionists and the site agreement is signed, and then the *school later requests fewer* number of Interventionists, Michigan Education Corps **WILL CHARGE** the participation fee for the number of Interventionists agreed upon in the site agreement.

## COSTS OF K-3 READING CORPS

The chart below outlines costs of the program, some of which are incurred as part of its agreement in implementing Reading Corps. Sites are asked to allocate sufficient time for the Internal Coach to fulfill his/her responsibilities.

Description of cost	MEC pays	Site pays*
Participation Fee		✓
Interventionist recruitment efforts (i.e. Indeed)	✓	
Background checks on Interventionists	✓	**
Interventionist living allowance & benefits	✓	
Worker's Compensation / AD&D policy for Interventionists	✓	
Interventionist mileage to attend Reading Corps-required training	✓	
Interventionist mileage to attend site-required training (if applicable)		✓
Cost of including Interventionists in site-sponsored training		✓
Misc. supplies used by Interventionist (e.g. markers, photocopies, paper, stickers)		✓
Computer with video camera, and Internet access for Interventionist (whether in-person or virtual)		✓
Work space for the Interventionist, including locked file cabinet (in-person)		✓
Salary of Internal Coach to fulfill Reading Corps responsibilities		✓
Salary of Coaching Specialist to fulfill Reading Corps responsibilities	✓	
Reading Corps manual, including assessment & intervention materials	✓	
<u>Expenses related to Internal Coach attendance at Reading Corps training:</u>		
Training content fees for <b>regularly scheduled</b> Reading Corps trainings	✓	
Training content fees for <b>make-up</b> Reading Corps trainings (approx. \$75/hr.)		✓
Travel expenses, if applicable (e.g. mileage, pay, etc.)		✓
Salary of Internal Coach to attend training days, if applicable		✓
		✓

\* The expenses incurred by a site when it participates in Reading Corps are considered the site's in-kind contribution to the program.

**\*\*** If site or district policy requires a background check above and beyond what is conducted by Reading Corps, that fee is not paid by the program, nor may it be passed on to the Interventionist. It is expected the site or district will cover any additional background checks.

**\*\*\*** Challenges occur when a principal assigns this responsibility to a staff position without concretely opening dedicated time in that position for Reading Corps coaching. We recommend that principals be thoughtful about *incorporating* this responsibility into a staff person's position.



## PARTNERSHIP TIMELINE

February 12, 2021	K-3 Site Application released online: <a href="http://bit.ly/K-3App2021-22">http://bit.ly/K-3App2021-22</a>
March/April 2021	K-3 Reading Corps Interventionist application released online
March 12, 2021	Site Application due to Renee Borg at <a href="mailto:rborg@hopenetwork.org">rborg@hopenetwork.org</a> by EOD.
March 29, 2021	Award Notification and Site Agreements to schools
April 30, 2021	Signed Site Agreement returned to Reading Corps
June 4, 2021	Internal Coach Reading Corps training registration open
June 30, 2021	Site Applications accepted through June 30, 2021
April 2021-mid August 2021	Recruitment and selection period for Reading Corps Interventionist position
	Four start dates for K-3 Reading Corps: <ul style="list-style-type: none"> <li>• Week of August 16, 2021</li> <li>• Week of September 7, 2021</li> <li>• Week of October 25, 2021</li> <li>• Week of January 17, 2022</li> </ul>

*-Dates included in this timeline are subject to change based on Program need. MEC will, in turn, communicate any date changes as soon as they are known.*

*-Site Awards are dependent on federal and state funding typically confirmed in early summer 2021.*

*-Extenuating circumstances such as unexpected retirement or leave of absence of an Internal Coach must be communicated to Renee Borg by the building Principal or designee immediately. Not notifying MEC staff of these circumstances in a timely manner may jeopardize your site's opportunity for future partnership. MEC risks losing state and federal funding if our program requirements we have committed to in our grants are compromised.*