

# Guide to Partnering with Michigan Education Corps



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This Guide contains important information about being a host site with Michigan Education Corps (MEC) Reading Corps program. Questions about Reading Corps or site selection should be directed to Renee Borg at [rborg@hopenetwork.org](mailto:rborg@hopenetwork.org).

# Reading Corps Frequently Asked Questions

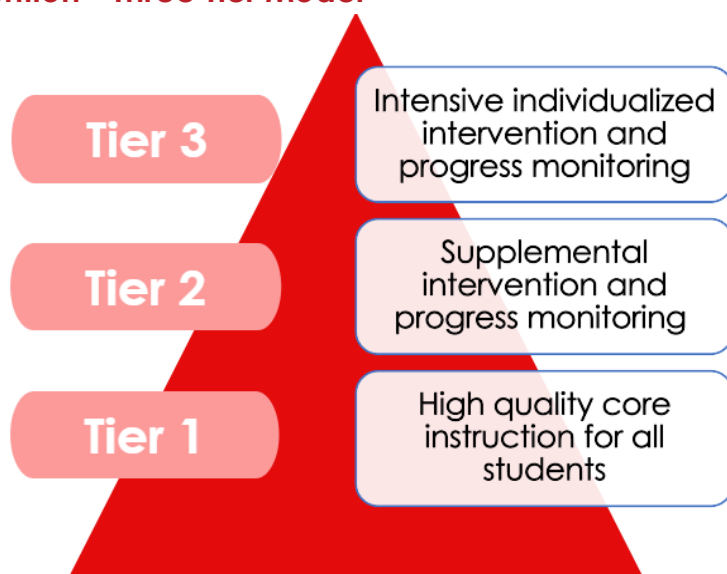
## What are Reading Corps services?

- Reading Corps Interventionists are trained to provide daily, twenty-minute sessions in pairs or 1-on-1 with Kindergarten through 3<sup>rd</sup> grade students.
- A staff person at the school ("site"), called an Internal Coach, completes Reading Corps training prior to the school year and supports the Interventionist(s) throughout the year.
- A literacy and program expert with Reading Corps, called a Reading Corps Coaching Specialist, supports the Internal Coach and Interventionist(s) at the site.
- Interventionists 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, along with additional content in equity and supporting social-emotional learning. Internal Coaches and Reading Corps 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 Interventionist(s) (within a Response To Intervention/Multi-Tiered Systems of Support 3-Tier model, these students are generally classified as needing Tier 2, supplemental support).
- Students who need high-dosage, targeted 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 Reading Corps Coaching Specialist and school staff.

## Response to Intervention - Three Tier Model



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

- Intervention sessions occur outside of a student's teacher-led reading instruction time during the school day.
- Students participating in Reading Corps receive daily 20-minute sessions every day an Interventionist is at the site (ranges from 3-5 days per week depending on school location and Interventionist commitment).
- Interventionist caseloads vary from one another depending on the number of hours the Interventionist is serving in a day (varies from 8 to 10 students for Interventionist(s) serving part of the school day to a minimum of 15 students for Interventionist(s) 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 Interventionist(s) administer weekly 1-minute reading probes to students and create individual student graphs to illustrate student progress utilizing the Reading Corps Data Management System.

## How often do Reading Corps tutors meet with their Coaches?

- Interventionists and their Internal Coaches should 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 Interventionist(s), and Reading Corps Coaching Specialist meet to review every student's progress monitoring graph, determine which interventions will be observed for fidelity and provide additional data-based decision making to support student growth.
- Two times per month, Internal Coaches observe Interventionist(s) with students and check intervention integrity using observation checklists. Reading Corps Coaching Specialists observe monthly and conduct integrity checks with Internal Coaches regularly to support the Internal Coach in learning the interventions and coaching the Interventionist(s).

## Who are Reading Corps Interventionists?

- Reading Corps Interventionists are AmeriCorps members who focus on solving a societal problem – in this case, the gaps in reading achievement. AmeriCorps is often referred to as the “domestic Peace Corps.”
- Reading Corps Interventionists are individuals who commit to a term of service, during the school year meeting literacy 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.
- Reading Corps Interventionists are **not** employees of the school and/or district nor are they paraprofessionals; they may not be used to supplant services provided by the school employees. Likewise, Reading Corps Interventionists are not allowed to be assigned to bus duty, lunchroom duty, playground supervision, etc. at the school.
- Interventionists receive a competitive living allowance and earn hours of service toward an education award to pay for college tuition or pay educational expenses at qualified institutions of higher education, for educational training, or to repay qualified student loans. For member's age 55

years+, this award may be gifted to a child, grandchild, foster child, or stepchild. Retired educators may serve as MEC Interventionists without forfeiting their pension or health insurance benefits.

## 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 and errors are counted.

Benchmark assessments are conducted in the fall, winter, and spring. Progress monitoring assessments are conducted weekly to gauge the effectiveness of the intervention and progress for student learning. Both benchmarking and progress monitoring are 1-minute assessments and include: 1) Test of Letter Sounds, 2) Test of Nonsense Words (English), and 3) CBMReading (3 passages).

## What are the interventions used?

Reading Corps uses evidence-based interventions designed to provide additional practice that is **supplemental** to the core reading instruction provided by the site and considered **curriculum neutral**. The interventions share a common theme in that they focus on building foundational reading skills such as phonemic awareness, letter sound knowledge, decoding skills, and oral reading fluency (rate + accuracy + expression). Interventionists receive training and coaching to deliver reading interventions with participating students with high fidelity.

1. **Sound Awareness:** The student builds phonological awareness skills of blending, segmenting, deleting, and substituting words or word parts.
2. **Letter Sound Correspondence:** The student builds the skill of associating the correct sounds with letters.
3. **Blending Words:** The student builds the skill of blending individual letter sounds into words.
4. **Newscaster Reading:** The student builds skills in reading fluency through extensive modeling by the Interventionist and practice.
5. **Duet Reading:** The student builds skills in reading fluency with modeling and practice.
6. **Repeated Reading with Comprehension Strategy:** The student builds skills in reading fluency while reading for comprehension.
7. **Pencil Tap:** The student builds skills in reading accurately instead of reading with overlooked errors.
8. **Stop/Go:** The student builds skills in recognizing punctuation and phrasing when reading connected text.
9. **Word Construction:** The student builds skills in phonics and fluency. This intervention bridges the gap between decoding individual words and reading connected text.
10. **Connected Text Pairs:** The students build skills in reading fluency with modeling and practice.

# Is Reading Corps a Good Fit for Your Site?

**Reading Corps thrives in a wide variety of contexts. Consider the following before applying:**

- ❑ Does your school ("site") serve students in Kindergarten, first, second, and/or third grade?
- ❑ Will your school schedule allow one or more Interventionists to serve the same students daily in 20-minute blocks of time outside of core reading instruction time? This is 8 to 10 students for Interventionists serving part-time to a minimum of 15 students for Interventionists serving full time)?
- ❑ Is there support for research-based literacy interventions to occur during the school day outside of core instruction?
- ❑ Is there a person on your staff with the interest, capacity, and time to serve as the Internal Coach? **Please turn to the "Description of Internal Coach" in this document and review it. Review this with the identified staff person in advance of applying to host MEC Interventionists. Ensure they understand the role and time commitment.**
- ❑ How will the Internal Coach's schedule reflect time for Reading Corps duties; approx. 6-9 hours per tutor per month, which is 2-3 hours per week plus training? How will the Internal Coach's schedule include approximately 5 hours of training?
  - Do you need to compensate the Internal Coach for the time completing required training?
  - Do you need to compensate the Internal Coach for time spent on Reading Corps duties throughout the year?
  - Are there tasks/duties/responsibilities that need to be removed from this individual's workload to accommodate Reading Corps duties?

**Here are some other factors to consider:**

- ❑ What curriculum are you currently using, if applicable, and what assessments do you use and for what purpose?
- ❑ In which space(s)/location(s) would intervention sessions occur?
- ❑ To which computer(s) or other device(s) and internet would Interventionist(s) have regular, reliable access? Regular access to an electronic device is required and must include a camera and microphone, along with login credentials.
- ❑ What secure (locked) storage could the Interventionist utilize (for student files, for personal effects, etc.)?
- ❑ How is a Response to Intervention/Multi-Tiered Systems of Support model of service delivery utilized at your site? In what areas (e.g., academic, behavior)?
- ❑ What is the estimated number of students who are below grade level expectations in reading for each grade, K-3<sup>rd</sup>? Are there enough for an MEC Interventionist(s) caseload of 15+ (full-time) or 8-10 (part-time)?
- ❑ What do we need to know about your district or agency to follow your policies for partnerships? For example, with whom should we work on the following if they come up?
  - **Background checks.** MEC is required to run extensive background checks for any MEC Interventionist prior to placement in a school. National Service Criminal History Checks (NSCHC) is a baseline-screening requirement established by law to protect the beneficiaries of national service. MEC cannot and will not place an Interventionist without these checks being 100% complete and all checks being clear. MEC, nor Interventionists, may pay for

additional background checks beyond what MEC is required to conduct. **If additional background checks are required, that will be a site cost.**

- **Interventionist Recruitment.** How can we partner to identify high quality interventionists in your community? For example, can open interventionist positions be posted on a district or site employment page or can the opportunity be shared on social media or the school newsletter?
- **MEC Partner Sign.** Our grant requires posting a sign (provided by MEC) with the AmeriCorps logo, Reading Corps logo, and potentially the logo of any funder who is sponsoring the program at your site. Where could this sign be posted? (Most sites post this sign at the main office or tutoring location).

# Site Expectations in Implementing Reading Corps

1. **Identify a staff person to fill the role of Internal Coach** and allocate 2-3 hours/week or 6-9 hours/month per Interventionist for the person to complete training and fulfill the responsibilities of Reading Corps. Responsibilities include providing on-site supervision, approving bi-weekly timesheets, regular check-ins, coaching and general support of the Reading Corps Interventionist. Classroom teachers and administrators are typically not good candidates for the Internal Coach role because it is difficult to find time to conduct observations during the school day.
2. Collaborate with MEC staff to **find high-quality Reading Corps Interventionists** for your site. The majority of our candidates are connected to the program by our site partners. Your participation in recruitment is very welcome (and essential!), as you are the experts in who is best for serving your kids at your school.
3. **Educate teachers and school staff** prior to the program start about the Reading Corps model to capture buy-in and support, support and shared understanding for implementation.
4. **On day 1, welcome the Interventionist to the site by providing a Site Orientation, including** introduction to staff, and site tour (where do they put their lunch, restroom location, intervention space, safety procedures, etc).
5. Provide space for the Interventionist(s) to use, including a locked storage cabinet (for files and personal items), a computer or other device with high-speed internet access, login credentials, working camera and microphone.
6. 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 student eligibility for Reading Corps services. The Coaching Specialist will assist with determining student eligibility.
7. Support the Interventionist(s) **implementation of Reading Corps'** research-based literacy interventions by completing twice-monthly fidelity checks. One can be completed in conjunction with the Coaching Specialist.
8. Ensure that students receiving Reading Corps services are provided targeted literacy interventions for 20 minutes each day that the Interventionist is scheduled at the school, (3, 4, or 5 days a week). Collaborate with Interventionist and Coaching Specialist to **create the intervention schedule**.
9. **Support benchmarking** during the fall, winter, and spring benchmark periods for participating K-3 students and record this data into the online data management system. Interventionists may be asked to collect benchmark data on previously served Reading Corps students during the same time frames.
10. **Ensure weekly progress monitoring** for participating students to guide intervention selection of participating students. Interventionists are responsible for recording this data into the online data management system used by Reading Corps.
11. **Ensure that Reading Corps Interventionists consistently serve their expected caseload** of students at any given time.
12. **Adhere to the exit criteria** guidelines set by Reading Corps, which establish when a student is ready to be exited from Reading Corps services.
13. **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.

14. **Communicate with the families/caregivers** of students who are receiving Reading Corps services in collaboration with the Reading Corps Interventionist. Provide a mechanism for informing families/caregivers that their child is receiving Reading Corps services. One option is to use the template letter provided by Reading Corps located in the online data management system.
15. Ensure **service site is accessible** to people with disabilities.
16. **Pay the MEC Participation fee**
17. Our program has a **performance management process** that applies to all MEC Interventionists. If an issue of concern arises that could be performance based or disciplinary, Internal Coaches should and are expected and encouraged to address those immediately and directly with the Interventionist and document the conversation. Internal coaches will then notify MEC staff, specifically a Program Director or Program Coordinator. MEC staff are always available to provide additional guidance. Details are provided in the AmeriCorps Program Orientation, documents, and training provided by MEC to Internal Coaches prior to the start of programming. If there are any questions, please contact Tom Bobo at [tbobo@hopenetwork.org](mailto:tbobo@hopenetwork.org).



# Description of Reading Corps Interventionist

**Role Description:** Reading Corps Interventionists work in pairs or one-on-one with K–3 students who need help practicing targeted reading skills. They use prescribed, research-based literacy interventions and conduct weekly progress monitoring to support students in moving towards grade level targets.

Reading Corps Interventionist	
Who is this person?	Someone recruited from the community – a recent graduate, a parent, a retiree, etc.
What does the Interventionist do at the site?	The Interventionist provides daily-targeted Reading Corps interventions in pairs or 1-on-1 in 20-minute sessions to a caseload of students during the school day.
Are there other things the Interventionist is expected to do?	The Interventionist is required to complete ongoing Reading Corps training and participate in professional development with their Coach(es) and/or MEC Program Staff. Interventionist are required to complete data entry to track student progress that must be entered weekly. Interventionists may also participate in supplemental activities at their site or in their community with approval of MEC Program staff. The Interventionist may <b>not supplant</b> an employee of the school or district.
What is the Interventionist time commitment?	<ul style="list-style-type: none"> <li>• Full-Time (FT) tutor serves approximately 37.5 hours/week (7.5 hours per day, Monday-Friday)</li> <li>• Part-Time (PT) tutor serves approximately 27.5 hours/week (5.5 hours per day, Monday-Friday)</li> <li>• Cohorts of Interventionists start at designated times and commit to serving through the end of the school year. MEC will host four separate start dates: August 28, 2023, September 5, 2023, October 23, 2023, and January 8, 2024.</li> </ul>
What are the financial benefits?	<ul style="list-style-type: none"> <li>• Bi-weekly, competitive living stipend</li> <li>• Segal AmeriCorps Education award up to \$4,826.50 to pay for college tuition or student loans</li> <li>• Student loan forbearance on federal loans</li> <li>• Health insurance (MEC pays monthly premium) and childcare assistance (if eligible and for FT members only)</li> </ul>
What are the non-financial benefits?	<ul style="list-style-type: none"> <li>• Earn the Michigan Youth Development Associate Credential (MI-YDA). MEC provides a scholarship to cover all costs.</li> <li>• Develop 21<sup>st</sup> century skills such as data-driven decision making, communication skills and problem solving</li> <li>• Make an impact on the community</li> <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 studying at participating institutions</li> <li>• Learn literacy intervention strategies</li> <li>• Play a vital role for children to help close reading achievement gaps and position them for long-term success in school and life</li> </ul>
How do they get involved?	Start by completing a Reading Corps application online at <a href="http://mieducationcorps.org">mieducationcorps.org</a> . Applications for new candidates will open on April 17, 2023.

## Description of Internal Coach

<b>Role</b>	The Internal Coach is designated by an administrator 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 act as a liaison between school staff, the Interventionists, and the program.
<b>Person</b>	<p>An Internal Coach is an employee of the service site. An Internal Coach should have interest in and time available to dedicate to the program, including supporting members, completing required training, and participating in coaching sessions. It may be beneficial for an Internal Coach to be knowledgeable about interventions or literacy instruction.</p> <p>Challenges occur when this responsibility is assigned to staff without creating dedicated time during school hours Reading Corps coaching. Administrators should review the requirements of the Internal Coach position with assigned staff prior to completing a site application.</p>
<b>Time Commitment</b>	<ul style="list-style-type: none"> <li>• Average of 6-9 hours of coaching and support <u>per Interventionist</u> (including adequate supervision) per month</li> <li>• Up to 10 hours of required training</li> <li>• Required training + coaching for <b>1 Interventionist</b> = approx 0.1 FTE</li> <li>• Required training + coaching for <b>2 Interventionists</b> = approx 0.15 FTE</li> <li>• Required training + coaching for <b>3 Interventionists</b> = approx 0.2 FTE</li> </ul>
<b>Training</b>	Internal Coaches are required to complete up to 10 hours of training and have access to additional information and professional development through our learning management system, if needed. Training information will be sent to Internal Coaches before the start of the program year or when they register with the program. Training should be completed within 14 calendar days or 10 business days prior of an Interventionist starting at the school/site.
<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>• Provide an <b>on-site orientation</b> for the Interventionist(s) to introduce them to your site.</li> <li>• <b>Develop a consistent weekly schedule</b> with the Interventionist that accounts for the daily and weekly hours commitment of their position: Full-Time (FT) Interventionist serve 37.5 hours/week; and Part-Time (PT) Interventionist serves 27.5 hours/week. Interventionist(s) should have a full caseload of students at any given time.</li> <li>• Develop and maintain positive relationships with Interventionist(s) and serve as the primary point of contact for Interventionist(s) at the school site level.</li> <li>• Facilitate building Interventionist(s) relationships with school-based staff, including classroom teachers.</li> <li>• Provide support to allow the Interventionist 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.</li> <li>• <b>Complete twice-monthly intervention integrity checklist</b> for each intervention observed as early as possible, provide feedback to the Interventionist, and submit checklists to Reading Corps Coaching Specialist within 2 business days of completing the observation. Observations should take place twice a month and may be greater if fidelity concerns arise.</li> <li>• <b>Complete an integrity checklist</b> three times a year on assessments for each seasonal benchmark periods. This must be completed until the</li> </ul>

administration by Interventionist is reliable and standardized with 95% accuracy. This is completed in real time with the Coaching Specialist.

- Ensure Interventionist(s) have access to numbered and **grade-level passages** (not books) to use during intervention sessions (e.g., decodable texts from curriculum, Read Naturally, Reading A to Z).
- Work collaboratively with the Coaching Specialist and Interventionist to **select and exit students** according to Reading Corps criteria, and determine appropriate reading interventions.
- **Attend monthly Data Review Meetings**– includes review of RCDMS and fidelity checks. Attend additional meetings with Coaching Specialist as needed or requested by the site. Data meetings may be held in-person or virtually and facilitated by the Coaching Specialist. It is encouraged that monthly data meetings are scheduled at the start of the program year.
- Work closely with MEC program staff and site administration to **proactively** manage Interventionist performance and address issues as they arise. Interventionists are expected to adhere to site policies and procedures regarding confidentiality, safety, dress code, attendance, etc.
- **Approve Interventionist timesheets** once every two weeks and complete an Interventionist performance evaluation two times per year.
- Complete a **semi-annual online program survey** and participate in semi-annual site visits with MEC program staff. Advance notice will be provided.
- As needed, participate in **special site visits** to highlight and demonstrate the effectiveness of the Reading Corps program, as applicable. These site visits may include media, legislators, corporations, other parties involved in funding, and MEC Advisory Board Members, etc.



# The Cost of Reading Corps

The chart below breaks down the cost associated with Reading Corps.

Description of cost	MEC pays	Site* pays
MEC Participation Fee*		✓
Interventionist recruitment efforts	✓	
Background checks on Interventionists	✓	**
Interventionist living allowance & benefits	✓	
Worker's Compensation / AD&D policy for Interventionists	✓	
Interventionist transportation costs to attend Reading Corps-required training	✓	
Interventionist transportation costs to attend site-required training (if applicable)		✓
Cost of including Interventionist in site-sponsored training		✓
Misc. supplies used by Interventionist (e.g. markers, photocopies, paper, stickers)		✓
Computer/device with video camera, and Internet access for Interventionist		✓
Work space for the Interventionist, including locked file cabinet (in-person)		✓
Salary of Internal Coach to fulfill Reading Corps responsibilities, including required training		✓
Salary of Reading Corps Coaching Specialists and Program Staff to fulfill Reading Corps responsibilities	✓	
Reading Corps manual, including assessment & intervention materials	✓	
Expenses related to Internal Coach attendance at Reading Corps training: <ul style="list-style-type: none"> <li>• Training content fees for regularly schedule Reading Corps trainings</li> <li>• Training content fees for make-up Reading Corps trainings (approx. \$75/hr.)</li> <li>• Travel expenses, if applicable (e.g. mileage, pay, etc.)</li> </ul> Salary of Internal Coach to attend training days, if applicable	✓	✓

\* The expenses incurred by a site for participating in Reading Corps are considered in-kind contribution by the site. If this is a barrier to partnership, please contact the MEC Executive Director, Dr. Holly Windram, at [hwindram@hopenetwork.org](mailto:hwindram@hopenetwork.org).

\*\* MEC charges a \$5,000 per Interventionist fee for each Interventionist awarded to each school. Example funding options include Title 1, 31a, Additional Time Grant, and ARP PATHS funds.

\*\*\*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.

# Michigan Education Corps Participation Fee

MEC is non-profit. MEC charges a \$5,000 fee per Interventionist as part of the agreement with sites to receive the Reading Corps program. The fee is \$5,000 per 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 for the participation fee 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.

MEC does not reimburse the \$5,000 participation fee once an Interventionist has tutoring minutes (regardless of how many minutes) with one or more students. 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. *It is prohibited for schools to hire the Interventionist while they are serving their AmeriCorps term of service. MEC will not reimburse a school or district if the AmeriCorps member is hired by the school or district, nor will MEC replace the Interventionist, unless school or district is willing to pay an additional \$5,000 participation fee.*

In some cases, a part-time Interventionist can only replace a full-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 of 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 or terminates the site agreement during the program year*, MEC **WILL CHARGE** the participation fee for the number of Interventionists agreed upon in the site agreement. If a site terminates the site agreement during the current school year, MEC holds the right to decide future partnership with your school.

# Next Steps to Partnering with Reading Corps

## Prepare to Submit Your Application

- ☐ Identify a staff member to serve as an Internal Coach, and review the expected responsibilities as described on page 10.
- ☐ Identify a staff member to serve as a Recruitment Contact and Interview Contact (if different).
- ☐ Determine the number of Reading Corps Interventionists and type for which to apply. Typically, two Interventionists are placed at a site.
- ☐ [Complete and submit your site application](#). Site applications are reviewed on a rolling basis.

## After You Apply

- ☐ Receive communication with site award decisions and details.
- ☐ Communicate with MEC program staff to further discuss the partnership.
- ☐ Complete the site onboarding training course (link at the top of the site application). Share this with the identified Internal Coach, teachers, and other relevant staff.
- ☐ Begin recruiting using the recruitment launch kit (provided to sites after the site agreement is signed).

## Returning Sites – Items to Consider

- ☐ Was the selected Internal Coach able to fulfill the time commitment, roles and responsibilities for the awarded Interventionists in the 2022-23 program year?
- ☐ Was the selected Internal Coach able to attend monthly data reviews?
- ☐ Was the selected Internal Coach able to complete the required number of monthly fidelity checks?
- ☐ Was the selected Internal Coach timely in the approval of timesheets and Interventionist(s) evaluations?

## Before the Program Year Begins

- ☐ Sign the Site Agreement and return to Renee Borg by Friday, March 10, 2023.
- ☐ Ensure the Internal Coach is ready to complete program-required tasks and training and has the capacity to dedicate 6-9 hours per Interventionist, per month.
- ☐ Educate staff about Reading Corps.

- ❑ Prepare to welcome Reading Corps Interventionist(s) to your site by determining a designated workspace and communicating with the Reading Corps member(s) once they are selected and prior to the start of training. Interventionist contact information will be emailed within 5-7 business days prior to the start of training.