

# Guide to Partnering with Michigan Education Corps



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

# Math Corps Program Overview

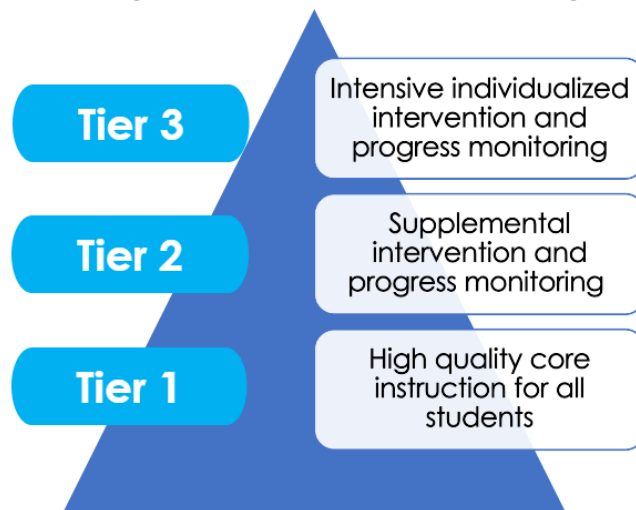
This guide to partnering encompasses information for both MEC Math Corps (4<sup>th</sup> – 8<sup>th</sup>) and K-3 Math Corps unless otherwise stated. The program models are an evidence-based, high-impact *supplemental* math intervention program delivered by AmeriCorps members (also referred to as “Interventionists”) that provides 90 minutes of math practice every week for 4<sup>th</sup> – 8<sup>th</sup> students OR 100 minutes of math practice every week for K-3<sup>rd</sup> students. Intervention is delivered to students in groups of two (both programs) to three (4-8 only) to improve foundational math skills required for long-term academic success and algebra readiness. **The program models do not replace core curricula.**

## What are Math Corps program services?

- The Math Corps models use instructional strategies aligned with research and expert recommendation for supporting students who need more support in math. Math Corps strategies are aligned with State Math Standards focusing on whole and rational number understanding, math fact fluency, and algebra.
- Math Corps program models serve students in K-3<sup>rd</sup> and/or 4<sup>th</sup>-8<sup>th</sup> grade using scripted interventions to guide service delivery.
- Interventionists are trained to deliver 90 minutes of intervention per week in small groups of 2 or 3 students in grades 4-8 OR daily 20-minute sessions to pairs of students in grades K-3. Both are Tier 2 interventions within an MTSS framework.
- Interventionists are supported by a MEC program coach (known as a Coaching Specialist) and a staff member at the partnering school site (known as an Internal Coach).
- Interventionists and the Math Corps programs are fully integrated into the school community and MTSS math framework. Internal Coaches help with that integration. NOTE: Interventionists who feel like they are part of the school community due to Internal Coach support tend to have greater satisfaction and are better positioned to help the students in the school.

## Which students are eligible for MEC Math Corps services?

- Interventionists, coaches, and teachers work together to identify students for support using state and/or school test scores and an eligibility assessment delivered by the MEC Interventionist.
- Students served by the Math Corps program(s) are close to reaching grade-level targets and need additional opportunities to practice key skills, so that they can better access core instruction, i.e., they need Tier 2 support within a tiered model of service delivery.
- Students receiving Title 1, special education or English Language services are eligible on a case-by-case basis as determined by the Internal Coach in collaboration with the MEC Math Corps Coaching Specialist.



## When are Math Corps services delivered?

- Interventionists support students during the school day outside of teacher-led math core instruction. Scheduling requires support from teachers, administrators, and the Internal Coach.
- Students participating in MEC Math Corps (4<sup>th</sup>-8<sup>th</sup>) receive 90 minutes of intervention weekly usually 3 days per week for 30 minutes in groups of two to three. Students in K-3 Math Corps receive daily 20-minute sessions in pairs.
- Interventionist caseloads, meaning they serve the same identified students on a regular, predictable schedule, of students vary depending on the number of hours the Interventionist is serving in a day. Interventionists serving **6 or more** hours per day serve a minimum of **24 students**. Interventionists serving **less than 6 hours** per day serve a minimum of **14 students**.

## How does an interventionist know what to skills to practice?

- Each grade level has a unique scope and sequence that aligns with the Michigan Math Standards.
- Students receive Math Corps interventions as long as their individual data indicates they need intervention services.
- Interventionists administer formative assessments of skill mastery, weekly fact fluency probes, and a benchmark assessment three times per year to determine whether intervention services are still needed.
- Interventionists only deliver the MEC Math Corps Intervention program. They *DO NOT* provide homework help.

## What additional data is collected and how is it used?

- Tutor Log Data: Interventionists collect and record information about the intervention name and dosage (in minutes) to support data-based decision making.
- Unit Mastery Assessments (K-3 Math Corps only): Interventionists conduct regular assessments to monitor progress and support data-based decision making.
- Fact Fluency App (Grades 1-8 only): Students regularly complete problems on the Math Corps fact fluency app to monitor progress and support data-based decision making.
- School-Level Benchmark Data: This information is collected to support research on assessment validity and Program efficacy.
- Student Name: Used as a student identifier to distinguish between students at and across sites.
- Student Grade: This helps determine the assessment that will be administered.
- Student Demographic Information: Information including gender, ethnicity/race, ELL status, and home language is collected to support continuous improvement, research, and reporting.
- Family Engagement Data (K-3 Math Corps only): Interventionist record participation in family engagement components of the Program.

## Who are the Math Corps Interventionists?

- Interventionists commit to a term of national service through AmeriCorps. They 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 aged 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.
- Interventionists come to the program from all walks of life. They may be recently retired, taking a gap year or mid-career break, or seeking experience before pursuing an education degree.
- Although Interventionists are part of the school community, they are **not** employees of the school and/or district, and they **may not** be used to replace services provided by the school or site employees. Likewise,

AmeriCorps Interventionists are not allowed to be assigned to lunchroom duty, playground supervision, etc. at the school.

### **How often do MEC Math Corps Interventionists meet with their Coaches?**

- In the first month, Interventionists and their Internal Coaches allocate 5-15 minutes per day for communication, and/or schedule weekly meetings. As Interventionists become familiar with their tasks, the amount of meeting time may be reduced.
- Once per month, the Internal Coach, Math Corps Interventionist(s), and MEC Coaching Specialist meet to review every student's progress, determine which interventions will be observed for fidelity and provide additional data-based decision making to support student growth.
- Once per month, the Internal Coach and MEC Coaching Specialists observe Interventionists with students and check intervention integrity using a universal observation checklists.

### **What are the assessments used?**

- The Mathway assessment tools used by Math Corps was explicitly designed to complement the Math Corps program by providing Interventionists with assessment data that are directly linked to the intervention content. Mathway is used by Math Corps Interventionists across the country to inform student selection and exit decisions, guide service delivery, and evaluate impact on student learning.

### **What are the interventions used?**

- The interventions used by Math Corps are designed to provide additional practice that is supplemental to the core math instruction provided by the school site. The interventions share a common theme in that they focus on building foundational math skills in the whole numbers, operations, and algebraic reasoning strands of grade level standards. Tutors are trained to deliver research-based supplemental math interventions with participating students.

### **What empirical evidence supports Math Corps?**

- Math Corps is identified as having the highest level of evidence by [Evidence for ESSA](#) at John Hopkins University because multiple randomized controlled trials have demonstrated the impact of Math Corps.
- MEC Math Corps is a member of [Proven Tutoring](#), a coalition of tutoring programs proven in rigorous research recognized by the Center for Research and Reform in Education.
- A full summary of the evidence supporting Math Corps programming can be found online through the National Science and Service Collaborative at [nssc.serveminnnesota.org/ameri-corps-impact/math-corps](http://nssc.serveminnnesota.org/ameri-corps-impact/math-corps).

# Considerations for Partnership with MEC Math Corps

**MEC Math Corps programs thrive in a wide variety of contexts. Please consider the following before applying:**

- ❑ Does your school (“site”) serve students in K-3<sup>rd</sup> grades and/or 4<sup>th</sup>-8<sup>th</sup> grades?
- ❑ Does the school schedule allow for sufficient time for an Interventionists schedule?
- ❑ Full-time Interventionists serve a minimum caseload of 24 students and are in the school for up to 7.5 hours per day, and part-time Interventionists serve a caseload of 14 students and are in the school for up to 5.5 hours per day.
- ❑ Is there someone on your staff with the interest, capacity, and time to serve as the Internal Coach? **Please go to page 10 for 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.**
- ❑ The Internal Coach’s schedule for Math Corps requires approx. 6-9 hours per Interventionist per month, which is 2-3 hours per week. How will the Internal coach achieve this? Will other duties be reduced, for example?
- ❑ Internal Coaches complete at least five hours of training through a learning management system provided by MEC, and one-day of in-person training prior to the start of Math Corps. When will the Internal Coach complete 5 (or more, if new) hours of required training through the Learning Management System? How will the Internal Coach be assured they attend one day of in-person training? Consider:
  - Do you need to compensate the Internal Coach for the time completing required training?
  - How will you compensate the Internal Coach for time spent on Math Corps program duties throughout the year?
  - Are there tasks/duties/responsibilities that need to be removed from this individual’s workload to accommodate Math Corps program duties?
  - Is there an option for shared Internal Coach responsibilities within your school?

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

- ❑ What core math curriculum are you currently using?
- ❑ What math assessments do you use and for what purpose?
- ❑ What other intervention resources are available at your school?
- ❑ Estimate the number of students who performed below proficiency in math on their previous year’s state accountability test or local school math screener. Are there enough for an MEC Interventionist(s) caseload of a minimum of 24 students (full-time) or 14 (part-time)? NOTE for Middle School: Only part-time Interventionists serve at middle school levels due to complexities with the school schedule.
- ❑ Which students will be prioritized for Math Corps program services compared to students who will be prioritized for other intervention?
- ❑ Regular access to an electronic device, e.g., a computer, **is required** and must include a camera and microphone, along with login credentials. To which device(s) and internet would Interventionist(s) have regular, reliable access?
- ❑ What secure (locked) storage may the Interventionist utilize for student data, personal items, etc.?
- ❑ How is the Multi-Tiered Systems of Support model of service delivery utilized at your site for math?

- What local district or agency policies for partnerships will MEC need to follow? For example:
  - Required **Background checks**. MEC is required to run a federal mandated background check 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, will pay for additional background checks beyond what MEC is required to conduct. **If additional background checks are required by your district, it will be the responsibility of the school to cover that cost. Service Site assumes all responsibility for costs associated with additional district background checks. If additional district background checks are required, MEC expects to partner with your district to ensure these are completed before the AmeriCorps member start date in your schools/building to ensure no delay in service occurs.**
  - **How and who will partner with MEC for Interventionist Recruitment?** MEC wants to partner with you to identify high quality Interventionists in your community. MEC will provide you with digital resources to help support recruitment including social media posts, newsletter template, flyers and more. Who at the school or district can be a point of contact for an MEC Talent Acquisition staff member? 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?

# Site Expectations in Implementing MEC Math Corps

1. **Identify Internal Coach:** Appoint an Internal Coach and allocate sufficient time (2-3 hours/week or 6-9 hour/month per Interventionist) for training and fulfill the responsibilities of the Math Corps program. Internal Coaches must: providing on-site supervision to Interventionists, approve bi-weekly timesheets, daily/weekly check-ins, complete member performance evaluations, coach, conduct fidelity check observations for interventions 2x per month, and attend monthly data review meetings. NOTE: 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. **Support Recruitment:** Collaborate with MEC staff to find high-quality Math Corps program Interventionists for your site. Many 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 Staff:** Prior to the program start about the Math Corps program model to capture buy-in, support and shared understanding for implementation. MEC Program Staff can assist schools with presentations to staff
4. **Welcome Tutor:** On day 1, provide a site orientation for the Interventionist. This includes an in-person welcome of the Interventionist to the site, introducing them to staff, giving a tour (where do they put their lunch? Where are the restrooms? Where will interventions occur?) Please review all safety protocols including fire tornado, and lockdown drills/procedures.
5. **Identify Space:** Provide a space for the Interventionist to use, including a locked storage cabinet (for files and personal items), a device with working camera and microphone, and access to the site's internet with login credentials.
6. **Determine Student Eligibility:** Have a mechanism in place to identify K-3<sup>rd</sup> students and/or 4<sup>th</sup>-8<sup>th</sup> grade students who need additional support to meet state math standards. Follow program guidance and student assessment scores to determine which students are eligible for Math Corps program services.
7. **Program Support:** Schedule 5-15 minutes per day for communications and/or weekly meetings with MEC Interventionist(s).
8. **Support Interventionists:** Conduct fidelity check observations of intervention delivery 2x per month (about 20 minutes each). Support the Interventionists implementation of Math Corps' research-based math interventions.
9. **Support Benchmarking:** During the fall, winter, and spring benchmark periods for participating students and record these data into the online data management system.
10. **Maintain Caseload:** Ensure that Math Corps Interventionists *consistently* serve a full caseload of students at any given time; at minimum 24 students for full-time Interventionist(s) or minimum 14 students for part-time Interventionist(s) for approximately 90 minutes per week for 4<sup>th</sup>-8<sup>th</sup> grade students OR 100 minutes per week for K-3<sup>rd</sup> grade students. Ensure prompt transition of students who exit and introduction of new students to Math Corps intervention, e.g., keep a "wait-list" of students for when there's an opening.
11. **Develop the Schedule:** Ensure students receive targeted math interventions for approximately 90 minutes per week (grades 4-8) or 20 minutes per day (K-3). Help Interventionists create the tutoring schedule.
12. **Follow Exit Criteria:** Follow the established criteria to determine when a student has made sufficient progress to exit the program.
13. **Provide Demographic Data & State-assigned Student ID Number:** Support the Math 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 MEC Site Agreement; each program model has a separate site agreement

14. **Ensure Accessibility:** Make sure the service site is accessible to people with disabilities.
15. **Pay MEC Participation Fee.** See page 13 for more information.
16. **Follow Performance Management Process:** 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 MEC Math Corps Interventionists

**Role Description:** Math Interventionists work with students in groups of two or three, who need help building their math skills. They screen students, use prescribed, research-based math interventions and conduct progress monitoring to ensure the student is on track.

<b>MEC Math Corps Interventionist</b>	
<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>	Provides 90 minutes weekly (4 <sup>th</sup> -8 <sup>th</sup> grades) of targeted math skill interventions to groups of 3 students (typically in three 30-minute or two 45-minute intervention sessions each week). In K-3 Math Corps, students receive daily 20-minute sessions. Interventions are done in pairs.
<b>Are there other things the Interventionist is expected to do?</b>	The Interventionist is required to: complete ongoing Math Corps program training, participate in professional development with their Coach (es) and/or MEC Staff, and complete weekly data entry to track student progress. Interventionists may participate in supplemental activities at their site or in their community with the approval of MEC Program staff. The Interventionist may <b>not supplant</b> an employee of the school or district.
<b>What is the time commitment?</b>	<ul style="list-style-type: none"> <li>• Full-Time (FT) Interventionist serves 37.5 hours/week (7.5 hours per day, Monday – Friday)</li> <li>• Part-Time (PT) Interventionist serves 27.5 hours/week (5.5 hours per day, 5 days per week).</li> <li>• <b>For Middle Schools, Interventionists serve part-time only - 21 hours/week, 3 days/week.</b></li> </ul> <p>Cohorts of Interventionists start at designated times and commit to serving through the end of the school year. MEC will host two separate start dates: August 25, 2025, and October 20, 2025.</p>
<b>What are the financial benefits?</b>	<ul style="list-style-type: none"> <li>• Bi-weekly, competitive living stipend</li> <li>• Segal AmeriCorps Education award up to \$5,176.50 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) (FT members only)</li> <li>• Member retention bonus for those who successfully complete their service term.</li> </ul>
<b>What are the non-financial benefits?</b>	<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 21st century skills such as data-driven decision making, communication skills and problem solving</li> <li>• Participate in professional learning groups to explore various pathways to becoming a teacher and/or learn professional skills such as resume writing.</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>• Learn math intervention strategies</li> <li>• Play a vital role for children to help close math achievement gaps and position them for long-term success in school and life</li> </ul>
<b>How do they get involved?</b>	Complete a MEC Math Corps application online at <a href="http://mieducationcorps.org">mieducationcorps.org</a> . Applications will open to the general public on April 1st. MEC will not begin actively sourcing candidates for placements at your school and/or extend offers to any candidate (including returning members) until the site agreement has been signed.

# Description of Internal Coach

Description of Internal Coach	
<b>Role</b>	The Internal Coach is designated by an administrator and will be trained by MEC to provide math support and oversight to the math Interventionists. Internal Coaches will uphold the Math Corps program model(s) and act as a liaison between school staff, the Interventionists, and the program.
<b>Person</b>	An Internal Coach is an employee of the service site. An Internal Coach should have <i>interest in and time available</i> 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 math instruction. Challenges occur when this responsibility is assigned to staff without creating dedicated time during school hours for MEC Math Corps coaching. Administrators should review the requirements of the Internal Coach position with assigned staff prior to completing a site application. <b>Consider shared responsibilities between two school staff members.</b>
<b>Time Commitment</b>	<ul style="list-style-type: none"> <li>• Average of 6-9 hours of coaching and Interventionist support (including adequate supervision) <u>per Interventionist</u> per month</li> <li>• Up to 5 hours of required training through the online Learning Management System (LMS), plus 1 full day of in-person training.            Required training + coaching for <b>1 Interventionist</b> = approx. 0.1 FTE            Required training + coaching for <b>2 Interventionists</b> = approx. 0.15 FTE            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 5 hours of training, plus 1 full day of in-person training, and will 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 and <b>must be completed within 2 weeks</b> of an Interventionist starting service 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>• 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>Develop a consistent weekly schedule</b> with the Interventionist that accounts for the daily and weekly hour's commitment of their position: Full-Time (FT) Interventionist serves 37.5 hours/week; and a Part-Time (PT) Interventionist serves 27.5 hours/week or <b>21 hours/wk. and 3 days/week (Middle School only)</b>. Interventionists should work with a full caseload of students at any given time.</li> <li>• Work collaboratively with the Interventionist to <b>select and exit students</b> according to Math Corps program guidelines.</li> <li>• Ensure the Interventionist is <b>accurately reporting student data</b>, including assessment scores and demographic information.</li> <li>• <b>Complete intervention integrity checklists monthly</b>, provide feedback to the Interventionist, and enter fidelity scores in the online data management system.</li> <li>• <b>Consult with the MEC Coaching Specialist</b>, who meets with the Internal Coach and Interventionists to do observations, conduct fidelity checks for interventions, and review student progress. The frequency of MEC Coaching Specialist visits depending on the site's needs &amp; Internal Coach's experience with Math Corps program models. "Visits" can be in-person or virtual.</li> <li>• <b>Attend Data Review Meetings 3x/year</b>; includes review of data management system and fidelity checks. Attend additional meetings with Coaching Specialist as needed or requested by the site.</li> <li>• Work closely with MEC program staff and site administration to <b>proactively</b> manage Interventionist performance and address issues as they arise.</li> </ul>

Interventionists are expected to adhere to site policies and procedures regarding confidentiality, safety, dress code, attendance, etc.

- As needed, participate in **special site visits** to highlight and demonstrate the effectiveness of the Math Corps programs, as applicable. These site visits may include media, legislators, corporations, funders, MEC Advisory Board, 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.

# The Cost of Math Corps

The chart below breaks down the cost associated with MEC Math Corps program(s).

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 MEC required training	✓	
Interventionist transportation costs to attend site-required training (if applicable)		✓
Cost of including Interventionists in site-sponsored training		✓
Cost of photocopies of intervention lessons		✓
Misc. supplies used by Interventionist (e.g. markers, paper, stickers)		✓
Computer with video camera, and Internet access for Interventionist and Internet access for Interventionist (whether in-person or virtual)		✓
Workspace for the Interventionist, including locked storage cabinet (in-person)		✓
Salary of Internal Coach to fulfill MEC Math Corps program responsibilities, including required training		✓
Salary of MEC Coaching Specialists and Program Staff to fulfill Math Corps program responsibilities	✓	
Program manual, including assessment needs and intervention materials (math manipulatives)	✓	
Expenses related to Internal Coach attendance at MEC trainings: <ul style="list-style-type: none"> <li>• Training content fees for regularly schedule MEC trainings</li> <li>• Training content fees for make-up MEC 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 MEC programs 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 \$6,500 per Interventionist fee for each Interventionist awarded to each school. Example funding options include Title 1, 31a, Additional Time Grant, and MI Kids Back on Track.

\*\*\*If site or district policy requires a background check above and beyond what is conducted by MEC, 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 \$6,500 fee per Interventionist as part of the agreement with sites to receive the MEC Math Corps program. The fee is \$6,500 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. It also supports providing members a living allowance and benefits, e.g., health insurance, to maintain a basic standard of living. Example funding options for the participation fee include Title 1, 31a, Additional Time Grant, General School Fund, MI Kids Back on Track, 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 \$6,500 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 the full program cost for an Interventionist.*

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 MEC Math Corps (both math programs) 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 partnerships with the school.

## Next Steps to Partnering with MEC Math Corps Programs

### 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. Consider shared responsibilities between two staff members.
- Identify a staff member to serve as a Recruitment Contact and Interview Contact (if different).
- Determine the number of Math Corps Interventionists (for 4<sup>th</sup>-8<sup>th</sup> grade and/or K-3 Math Corps) and type (FT or PT) for which to apply. Typically, one to two Interventionists are placed at a site. Consider your school schedule to support the minimum caseload expectations for a MEC Interventionist. NOTE: If you are a middle school applying for MEC Math Corps (4<sup>th</sup>-8<sup>th</sup> grade), you will only be able to apply for part-time, 21-hour/week Interventionists due to middle school schedules.
- Watch the brief [Site Onboarding training course](#). Share this with the identified Internal Coach, teachers, and other relevant staff.
- [Complete and submit your site application](#).
- Site applications are due on March 7<sup>th</sup> for review and award decisions will be made on March 26<sup>th</sup>. Site applications will be reviewed on a rolling basis after March 7<sup>th</sup>.

### After You Apply

- Receive email communication with site award decisions and relevant details.
- Communicate with MEC program staff to further discuss the partnership.
- Begin recruiting using the recruitment launch kit (provided to the recruitment contact listed on the site application **after** the site agreement is signed and received).

### Returning Sites - Items to Consider for your Internal Coach Selection

- Was the selected Internal Coach able to fulfill the time commitment, roles and responsibilities for the award Interventionist(s) in the current 2024-25 program year?
- Was the selected Internal Coach able to attend data review meetings?
- Was the selected Internal Coach able to complete the required number of 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 at [rborg@hopenetwork.org](mailto:rborg@hopenetwork.org). Return signed Site Agreement by **due date of April 25, 2025**.
- 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 school staff about MEC Math Corps.
- Prepare to welcome MEC Math Corps Interventionist(s) to your site by determining a designated workspace and **communicating with the MEC Math Corps Interventionist(s) once they are selected and prior to the start of training**. Interventionist contact information will be emailed 1 week prior to the start of training.