

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.

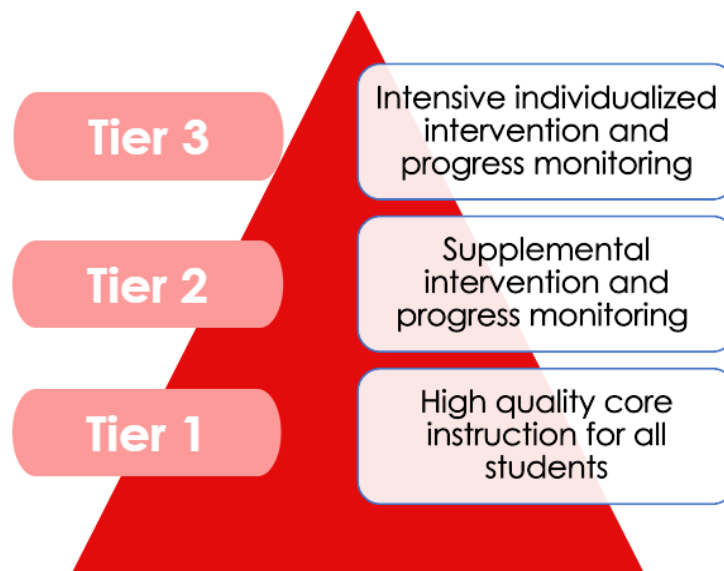
Reading Corps Overview

What are Reading Corps services?

- Reading Corps is an evidence-based, high-impact tutoring program. Reading Corps uses instructional strategies aligned with the science of reading and grounded in research to support students who need more support in reading.
- Reading Corps Interventionists are trained to provide daily, twenty-minute sessions in pairs or 1-on-1 with Kindergarten through 3rd 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 Coaching Specialist, supports the Internal Coach and Interventionist(s) with program model implementation.
- Reading Corps target reading skill practice, mainly in phonemic awareness, phonics, and fluency.
- Interventionists are trained to deliver scripted reading interventions, along with additional content in equity and supporting social-emotional learning.
- Internal Coaches, with support of the Reading Corps Coaching Specialists select interventions for students based on individual school-based student data and Reading Corps benchmark assessments.

Which students are eligible to receive Reading Corps services?

- Kindergarten through 3rd grade students scoring "below target" on benchmark assessment probes administered by the Interventionist(s) within a Multi-Tiered Systems of Support framework.
- Students who need high-impact, targeted **supplemental** 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.



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. Interventions are delivered in pairs or 1:1.
- 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. Part-time Interventionist (serving less than 6 hours per day) have a minimum caseload of 10 students and full-time Interventionists (serving more than 6 hours per day) have a minimum of 15 students on caseload.

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 progress monitoring probes to students and create individual student graphs to illustrate student progress utilizing an online secure Data Management System.

How often do Reading Corps Interventionists meet with their Coaches?

- Interventionists and their Internal Coaches should allocate 5-15 minutes per day for communication or schedule weekly meetings. As Interventionists become familiar with their tasks, the amount of meeting time may be reduced.
- Once per month, the Internal Coach, Reading Corps Interventionist(s), and 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, the Internal Coach observe Interventionist(s) with students and check intervention integrity using a universal Reading Corps observation checklist. Coaching Specialists observe monthly and conduct fidelity checks with Internal Coaches regularly to support the Internal Coach in learning the interventions and coaching the Interventionist(s). Note: Coaching Specialists are MEC employees and support multiple school sites.

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. Fastbridge 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) CBM Reading (3 passages). These materials shall be used solely for the purpose of the Reading Corps and cannot be copied or reproduced in any way.

What additional data is collected and what is it used for?

In addition to assessment and progress monitoring data, the following student data may be collected to implement and evaluate the Reading Corps program:

- **Tutor Log Data:** Interventionists collect and record information about the intervention name and dosage (in minutes) to support data-based decision making.
- **Student Name:** Used as a student identifier to distinguish between students at and across sites.
- **Student Grade:** This determines the assessment that will be administered.
- **Student ID Number(s):** The optional collection of a State ID number supports research and continuous improvement. It allows tracking students who move and linking to state test scores, when possible. Local or district-level ID numbers are collected
- **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:** Interventionists record participation in family engagement components of the Program.

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 on-going coaching to deliver research-based **supplemental** 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.

What empirical evidence exists to support Reading Corps?

- Reading 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 Reading Corps. Reading 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 Reading Corps can be found online through the National Science and Service Collaborative at nssc.serveminnnesota.org/americorps-impact/reading-corps.

Considerations for Partnership with Reading Corps?

Reading Corps partners with schools to provide tutoring and can thrive 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 a minimum of 10 students for Interventionists serving part-time and 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" on page 11 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 Reading Corps requires approx. 6-9 hours per Interventionist per month, which is 2-3 hours per week plus training? How will the Internal Coach achieve this? Will other duties be reduced, for example?
- ❑ Internal Coaches complete up to five hours (or more, if new) of training through a learning management system provided by MEC, and one-day of in-person training prior to the start of Reading Corps. When will the Internal Coach complete 5 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 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?
 - Is there an option for shared Internal Coach program duties?

Here are some other factors to consider:

- ❑ What reading curriculum are you currently using, and what reading assessments do you use and for what purpose?
- ❑ What other intervention resources are available at your school? Which students will be prioritized for Reading Corps service compared to student who will be prioritized for other intervention(s)?
- ❑ Estimate the number of students who performed below proficiency in reading on their previous year's state accountability test or local school reading screener. Are there enough for MEC Interventionist(s) caseload of a minimum of 10 students (part-time) or 15 students (full-time)? **Please consider your school schedule that includes "no pull" times. Interventionists are expected to have a full caseload at all times.**
- ❑ In which space(s)/location(s) would intervention sessions occur?
- ❑ 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 data files, for personal items, etc.?
- ❑ How is Multi-Tiered Systems of Support model of service delivery utilized at your site for reading?
- ❑ 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?

- **Required Background checks.** MEC is required to run a federal mandated 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 by your district, that will be the responsibility of the school to cover the 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.**
- **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 Reading Corps

1. **Identify Internal Coach:** Appoint an 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. Internal coaches must: provide on-site supervision to Interventionists, approve bi-weekly timesheets, daily-weekly regular check-ins, complete member performance evaluations, coach, conduct fidelity check observations for interventionists 2x per month, attend monthly data review meetings, 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. Consider shared responsibilities of tasks with two people.
2. **Support Recruitment:** Collaborate with MEC staff to find high-quality Reading Corps Interventionists for your site. Most 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 Staff:** Prior to the program start about the Reading Corps model to capture buy-in and support, support and shared understanding for implementation.
4. **Welcome Interventionist:** 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 including fire, tornado, and lockdown drills/procedures, etc.).
5. **Determine Space:** Provide space for the Interventionist(s) to use, including a locked storage cabinet (for students files and personal effects), a computer or other device with high-speed internet access, login credentials, working camera and microphone.
6. **Determine Student Eligibility:** 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 Implementation:** Support 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. **Develop the Schedule:** 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. **Monitor Weekly Progress:** Oversee 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. **Maintain Caseload:** Ensure that Reading Corps Interventionists consistently serve their expected minimum caseload of students at any given time. Ensure prompt transition of students who exit and introduction of new students to Reading Corps interventions. E.g., keep a "waitlist" of students for when there is an opening.
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:** 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 Families/Caregivers:** 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 Accessibility:** Service site is accessible to people with disabilities.
16. **Pay MEC Participation Fee:** See page 14 for more information.
17. **Communicate with Program:** 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 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 AmeriCorps Program Director or AmeriCorps Success 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.

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 screen students, 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, and complete weekly data entry to track student progress. Interventionists may participate in supplemental activities at their site or in their community with approval of MEC Program staff. The Interventionist may not supplant an employee of the school or district.
What is the Interventionist time commitment?	<ul style="list-style-type: none"> • Full-Time (FT) Interventionist serves approximately 37.5 hours/week (7.5 hours per day, Monday-Friday). Consider your school schedule to support an expected caseload of 15 students. • Part-Time (PT) Interventionist serves approximately 27.5 hours/week (5.5 hours per day, Monday-Friday). Consider your school schedule to support an expected caseload of 10 students. • 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.
What are the financial benefits?	<ul style="list-style-type: none"> • Bi-weekly, competitive living stipend • Segal AmeriCorps Education award up to \$5,176.50 to pay for college tuition or student loans • Student loan forbearance on federal loans • Health insurance (MEC pays monthly premium) and childcare assistance (if eligible and for FT members only) • Member retention bonus for those who successfully complete their service term.
What are the non-financial benefits?	<ul style="list-style-type: none"> • Earn the Michigan Youth Development Associate Credential (MI-YDA). MEC provides a scholarship to cover all costs. • Develop 21st century skills such as data-driven decision making, communication skills and problem solving • Participate in professional learning groups to explore various pathways to becoming a teacher and/or learn professional skills such as resume writing. • Make an impact on the community • Serve students every day through one-on-one, research-based interventions • Gain resume-building professional experience • Learn literacy intervention strategies • Play a vital role for children to help close reading achievement gaps and position them for long-term success in school and life

<p>How do they get involved?</p>	<p>Complete a Reading Corps application online at mieducationcorps.org. 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.</p>
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Description of Internal Coach

<p>Role</p>	<p>The Internal Coach is designated by an administrator and will be trained by MEC 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.</p>
<p>Person</p>	<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 for Reading Corps coaching. Administrators should review the requirements of the Internal Coach position with assigned staff prior to completing a site application. Consider shared responsibilities.</p>
<p>Time Commitment</p>	<ul style="list-style-type: none"> • Average of 6-9 hours of coaching and support <u>per Interventionist</u> (including adequate supervision) per month • Required training + coaching for 1 Interventionist = approx. 0.1 FTE • Required training + coaching for 2 Interventionists = approx. 0.15 FTE • Required training + coaching for 3 Interventionists = approx. 0.2 FTE
<p>Training</p>	<p>Internal Coaches are required to complete up to 5 hours of training through the online Learning Management System, plus 1 full day of in-person training. 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 2 weeks of an Interventionist starting at the school/site.</p>
<p>Responsibilities</p>	<ul style="list-style-type: none"> • Provide an on-site orientation for the Interventionist(s) to introduce them to your site. • Develop a consistent weekly schedule with the Interventionist that accounts for the daily and weekly hour's 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 – minimum of 10 for part-time, and minimum of 15 for full-time. • Develop and maintain positive relationships with Interventionist(s) and serve as the primary point of contact for Interventionist(s) at the school site level. • Facilitate building Interventionist(s) relationships with school-based staff, including classroom teachers. • Provide support to allow the Interventionist to develop professionally throughout the year, including inviting the Interventionist to participate in professional development opportunities at the service site and in the community. • Complete twice-monthly intervention integrity checklist for each intervention observed as early as possible, provide feedback to the Interventionist, and enter fidelity scores into the online data management system. Observations should take place twice a month and may be greater if fidelity concerns arise. • Complete an assessment integrity checklist three times a year on assessments for each seasonal benchmark periods. This must be completed until the

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 online 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"> • Training content fees for regularly schedule Reading Corps trainings • Training content fees for make-up 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 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.

** MEC charges a \$6,500 per Interventionist fee for each Interventionist awarded to each school. Example funding options include Title 1, 31a, MI Kids Back on Track.

***If site or district policy requires a background check above and beyond what is conducted by Reading Corps, that fee is not paid by MEC, 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 Reading 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 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 11. Considered 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 Reading Corps Interventionists and type (FT or PT) for which to apply. Typically, two Interventionists are placed at a site. Consider your school schedule to support the minimum caseload expectations for an Interventionist.
- ❑ 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 reviewed on a rolling basis.

After You Apply

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

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 awarded Interventionists in the current 2024-25 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 at 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 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.