

Guide to Partnering with



This Guide contains essential information about being a host site with Reading Corps. Questions about Reading Corps should be directed to rborg@hopenetwork.org.

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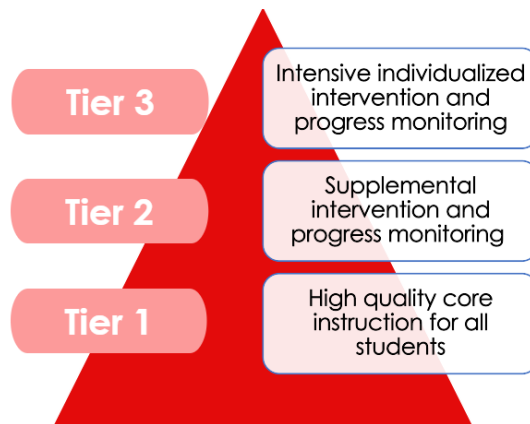
Reading Corps Program Model

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 is grounded in research to support students who need more support in reading.
- Reading Corps tutors (also referred to as Interventionists) are trained to provide daily, 20-minute sessions in pairs or 1-on-1 with Kindergarten through 3rd grade students.
- Reading Corps targets reading skill practice, mainly in phonemic awareness, phonics, and fluency.
- Interventionists are trained to deliver scripted reading interventions and to use strategies to engage and motivate students based on their unique needs.
- A school-based liaison/Internal Coach and MEC Coaching Specialist support Interventionists with selecting interventions for students based on individual student data.
 - MEC provides coaching throughout the program year. The level of coaching support is dependent on the programmatic option schools select for implementation.
 - See page 9 for more information.

Which students are eligible to receive Reading Corps services?

- Students in grades K-3 scoring “below target” on benchmark assessment probes administered by the Interventionists are eligible for tutoring.
 - Within a Multi-Tiered Systems of Support 3-Tier model (pictured below), these students are generally classified as receiving Tier 2 support.
- Students who need reading skill practice instead of intensive instruction in longer daily sessions.
- Students receiving Title 1, special education, or English Language services are eligible as determined by the school-based Liaison/Coach in collaboration with the Coaching Specialist and school staff.



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

- Tutoring sessions occur during the school day outside of a student’s teacher-led reading instructional time.
- Students participating in Reading Corps receive 20-minute sessions every day an Interventionist is at the site.
- Interventionist caseloads vary depending on the number of hours the Interventionist is serving in a day.
 - An Interventionist serving ≥ 6 hours per day serve a minimum of 15 students.
 - An Interventionist serving ≤ 6 hours per day serves a minimum of 10 students.

How long do students receive Reading Corps services?

- Students receive Reading Corps interventions as long as their individual data, as recorded in the data management system, indicates they need intervention services. These data are reviewed monthly.
- Reading Corps Interventionists administer weekly 1-minute progress monitoring probes to students and create individual student graphs to illustrate student progress.

Who are Reading Corps Interventionists?

- Reading Corps Interventionists are individuals engaged in a commitment of service through AmeriCorps and are commonly referred to as “Volunteers” (formerly “Member”) or “Interventionists.”
- Reading Corps Interventionists maintain a stable, regular schedule of hours at a site.
- Reading Corps Interventionists are not employees of the school nor are they paraprofessionals; they may not be used to supplant services provided by school partner employees (including lunchroom duty, playground supervision, etc.). School partners may not hire or employ Volunteers during their AmeriCorps term of service.
- Interventionists receive a stipend and earn hours of service toward an education award to pay qualified educational expenses or to repay qualified student loans.

What are the assessments used?

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

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 of the student. 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). These materials shall be used solely for the purpose of the Program and cannot be copied or reproduced in any way.

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

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 connect to state test scores, when possible. Local or district-level ID numbers are collected as-requested by the Partner to connect Program data with Partner data.
- **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?

The interventions used by Reading Corps are each designed to provide additional practice that is supplemental to the core reading instruction provided by the school partner. 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 are trained to deliver research-based supplemental reading interventions with participating students.

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 evidence exists to support Reading Corps?

- Reading Corps is identified as having the highest level of evidence by [Evidence for ESSA](#) at Johns 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.serveminnesota.org/amicorps-impact/reading-corps.

How often do Reading Corps Interventionists Meet with Coaches?

- It is recommended that Interventionists and the school liaison/Internal Coach allocate 5-10 minutes daily for communication or schedule weekly check-in meetings. As Interventionists become familiar with their tasks, the amount of meeting time may reduce.
- Depending on the selected program participation option, level of school-based support and coaching support will vary.
 - See “MEC Reading Corps Tutoring Implementation Models” on page 9 for more information.
- At least once per month, MEC Coaching Specialist observe and conduct integrity checks and provide feedback to support Interventionist in learning the interventions and apply feedback to improve student outcomes.

Considerations for Partnership with Reading Corps

Reading Corps partners with schools to provide tutoring and can thrive in a wide variety of contexts. There are a few initial considerations for partnering with Reading Corps:

- Does your school serve students in kindergarten, first, second, and/or third grade?
- Is there room in your school schedule for an Interventionist to work with a caseload of students in 20-minute blocks of time outside of core reading instruction?
- Is there support for research-based literacy interventions to occur during the school day, outside of core instruction? Reading Corps aligns with the Science of Reading.
- Is there someone on staff with an interest and capacity to serve as the Internal Coach?
 - **Please turn to the “Description of Internal Coach” section in this Guide and review it.**
 - Note: this is specific to Option B programming.

Here are some other factors that are helpful to consider:

- What other intervention resources are available at your school? Which students will be prioritized for Reading Corps service compared to students who will be prioritized for other intervention(s)?
- How many students demonstrate a need for intervention services because they are scoring below proficiency on state achievement tests or other school screening tools?
- In which space(s) will tutoring occur?
- To which computer(s) or other device(s) and internet will Interventionist(s) have regular, reliable access?
- What secure (locked) storage could the tutor utilize (for student files, for personal effects, etc.)?
- What do we need to know about your school or district/agency to follow your policies and expectations for partnerships?
- Which staff member will support recruitment efforts? Partners play an essential and active role in recruitment by collaborating to provide referrals and recruit prospective AmeriCorps Volunteers from their community and networks.

Description of 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. The expected caseload of students is determined by whether the Interventionist is full-time or part-time.

	Full-time Reading Corps	Part-time Reading Corps
Minimum Caseload Expected	15 students 1:1 or in pairs	10 students 1:1 or in pairs

Are there other things the Interventionist is expected to do?

The Interventionists complete ongoing Reading Corps training and participate in professional development with their Coach(es) and/or Program staff. Interventionists complete data entry regularly to track student progress. Interventionists may also participate in supplemental activities at their site or in their community, but supplemental activities must not replace/interrupt scheduled tutoring.

What is the time commitment?

- Full-Time (FT) tutor serves approximately 37.5 hours/week (7.5 hours/day, 5 days/week).
- Part-Time (PT) tutor serves approximately 27.5 hours/week (5.5 hours/day, 5 days/week).
- Cohorts of Interventionists start at designated times and commit to serving through the end of the school year. MEC offers three (3) start dates:
 - September 1, 2026
 - October 19, 2026
 - January 11, 2027

What are the financial benefits?

- Bi-weekly stipend
- Education award of up to \$5,000+
- Student loan forbearance on federal loans
- Health insurance and childcare assistance (FT AmeriCorps Volunteers only)

What are the non-financial benefits?

- Real-world, career-launching experience
- Professional learning groups
- Make an impact on the community
- Learn literacy intervention strategies
- Play a vital role for children in education

How do they get involved?

Start the process by completing a Reading Corps Interventionist application by [clicking here](#)



MEC Reading Corps Tutoring Implementation Models

For the 2026-27 school year, MEC is offering a tiered pricing structure for schools to select the best model for their school. These new offerings align service levels with the support MEC provides and ensure sustainable operations, high-quality Interventionist experience, and strong talent recruitment.

Choosing the Right Tutoring Implementation Model for Your School

Michigan Education Corps offers two implementation options for schools. Both provide access to evidence-based, high-impact tutoring for students, but they differ in the level of coaching support, school staff responsibilities, and overall ease of implementation.

Category	Option A: MEC-Led Implementation	Option B: School-Led Implementation
Students Served	Up to 50 students/year	Up to 50 students/year
Cost per Student	\$500/student	\$375/student
Implementation Type	Turnkey / Full-Service	School-Supported
Tutor Model	Highly trained AmeriCorps tutor embedded into school	Highly trained AmeriCorps tutor embedded into school
Best Suited For	<ul style="list-style-type: none"> Schools new to high-impact tutoring Schools seeking high coaching support (virtual and in-person) with low internal staff burden Districts wanting hands-on coaching and support Schools prioritizing strong fidelity and consistent implementation Schools focused on maximizing measurable student growth Returning (legacy) MEC Partners 	<ul style="list-style-type: none"> Schools with strong instructional leadership capacity to support high-impact tutoring Districts seeking a lower cost, more flexible model Teams comfortable managing implementation internally Teams able to supervise MEC tutors on site Teams familiar with AmeriCorps requirements Returning (legacy) MEC partners
MEC School Support Level	Full Service: <ul style="list-style-type: none"> Full training for tutor Full MEC coaching support MEC staff provides program oversight MEC supports program fidelity Full program compliance Full access to data systems 	Limited Service: <ul style="list-style-type: none"> Full training for tutor Limited MEC advisory and MEC coaching support School leads implementation School-based Internal Coach completes full LMS training Full program grant compliance Full access to data systems

Category	Option A: MEC-Led Implementation	Option B: School-Led Implementation
School Staff Lift	Minimal ~1-2 hours/tutor/month	Moderate to High ~6-9 hours/tutor/month
Enhancement Options for Option B	Full-service program that provides in-person and virtual support. Included in price.	Virtual Coaching Support (10 hours) \$600 Monthly fidelity checks and data review support delivered virtually by MEC Coaching Specialist On Site Coaching Support (10 hours) \$1000 In person fidelity observations and implementation support at your school by MEC Coaching Specialist.

*Fees are calculated at a rate of Five Hundred Dollars or Three Hundred Seventy-Five (\$500 or \$375) per student and are based on a fixed cohort of fifty (50) students. The number of students shall be deemed to be fifty (50) for all pricing purposes and shall not be reduced, regardless of actual enrollment or utilization.

Option A: MEC-led Full-Service Program Model (Turnkey Implementation)

Annual one-time all-in cost: \$25,000 per tutor

Serves up to 50 students per year

Approx. \$500 per student

Option A is MEC’s full-service, turnkey implementation model. It is designed for schools that want the benefits of high-impact tutoring while MEC provides in-person and virtual coaching, oversight, and program management.

School staff time: ~1-2 hours per month

Schools receive:

- One highly trained AmeriCorps tutor embedded in your school community
- Daily, school-day tutoring aligned to evidence-based intervention models
- Ongoing coaching and implementation support from an MEC Coaching Specialist including fidelity monitoring. Support is provided in-person and virtually.
- Tutor compensation and benefits fully managed by MEC
- Comprehensive training, onboarding, and structured tutoring materials
- Data systems, progress monitoring, and clear reporting on student outcomes
- Full program management, compliance, and quality assurance
- Administrative and operational support to ensure a streamlined implementation experience

With Option A, MEC is not just providing a tutor; MEC is providing the entire implementation support system. This includes: Highly trained tutor, full MEC training, instructional systems, full coaching support, complete program implementation support, data systems and reporting, and full administrative compliance.



School partner expectations include, but not limited to: The school staff time *is intentionally minimal (~1-2 hours per month)*.

- Designate a **school-based liaison to serve as point of contact** between the tutor, MEC, and the school
- Provide a dedicated tutoring space and basic technology support (printing/copying, internet, etc.)
- Bi-weekly approval of online timesheets and submission of paper sign-in/sign-out sheets to MEC AmeriCorps Program Directors and Coordinators
- Support integration of the tutor into the school community (orientation, staff introductions, periodic check-ins)
- Identify students for Tier 2 intervention
- Assist with scheduling, where needed
- Help with communication between tutor and staff, and tutor and family/caregiver

Option B: School-Supported Implementation

One-time cost: \$18,750 per tutor

Serves up to 50 students per year

Approx. \$375 per student

Option B is a lower-cost model that still gives schools access to MEC programming, but with reduced MEC program support and greater school responsibility.

School staff time: ~6-9 hours/tutor/month. (For a full description of Internal Coach responsibilities, see page 13.)

Schools receive:

- One highly trained AmeriCorps tutor embedded in your school
 - Daily, school-day tutoring aligned to evidence-based intervention models
 - Tutor compensation and benefits fully managed by MEC
 - Tutor receives comprehensive training, onboarding, and structured tutoring materials provided by MEC.
 - Monthly data snapshot reports to monitor student progress
 - Access to core program resources and implementation guidance
 - Limited MEC advisory and MEC coaching support
 - **Coaching and day-to-day implementation of program model are led by the school.**
- Enhancements available for purchase for programmatic support.**

With Option B, schools take on several functions MEC would otherwise manage under Option A.

School partner expectations under option B include, but not limited to: (~6-9 hours per Interventionist per month of program oversight):



- Designate a school-based Internal Coach to complete program required training through the Learning Management System (up to 15 hours for new Internal Coach; 1-2 hours for returning Internal Coach)
- Support day-to-day implementation, including fidelity checks, data review, and reporting
- Provide space, technology, and school integration support
- On-site supervision to oversee tutor accountability, performance support, bi-weekly approval of online timesheets and submission of paper sign-in/sign-out sheets.

Optional Enhancement services can be purchased to supplement the services that MEC provides for Option B. These enhancements include:

- **Virtual Coaching Support (10 hours) - \$600**
 - Monthly fidelity checks and data review support delivered virtually.
- **On Site Coaching Support (10 hours) - \$1,000**
 - In-person fidelity observations and implementation support at your school.

Description of Internal Coach

Role

For schools who select Option B, the School Partner designates the school-based individual, referred by the program as an Internal Coach for Reading Corps Interventionists. Training is provided by MEC, with the purpose of the Internal Coach to understand the program model and to provide literacy support and oversight to the Reading Corps Interventionists. Internal Coach strives to uphold the integrity of the Reading Corps model and functions as a bridge between the school partner, the Interventionists, and the Program.

Person

An Internal Coach is an employee of the school partner or local ISD. An Internal Coach should have interest in and time available to dedicate to the Program, including supporting Interventionists, completing required LMS training, and participating in regular coaching sessions. It may be beneficial for an Internal Coach to be knowledgeable about interventions or literacy instruction.

Challenges occur when this responsibility is assigned to staff without dedicated time in that position for Reading Corps coaching. We recommend that school partners be thoughtful about incorporating this responsibility into a staff person's position.

Time Commitment

- Average of 6-9 hours of coaching and support per Interventionist per month
- Up to 15 hours of required training in the Learning Management System for **new** Internal Coaches; 1-2 hours for **returning** Internal Coaches.

Training

Internal Coaches have access to additional information and professional development through the learning management system. Training is sent to Internal Coaches before the start of the Program year and should be completed within two weeks of an Interventionist starting. Pacing guides are provided from the program to assist with learning. SCECH's available upon MDE approval.

Responsibilities

- 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 hours commitment of their position. Interventionists should work with a full caseload of students at any given time. Most of the Interventionists' time in the building should be spent in direct service to tutoring students.
- 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.
- **Complete intervention integrity checklists** for each intervention observed as early as possible, provide feedback to the Interventionist, and record scores into the data management system. Observations should take place twice a month and may be greater if fidelity concerns arise.
- Ensure Interventionist have **access to numbered and grade-level passages** (not books) to use during tutoring sessions (e.g., decodable texts from the curriculum, Read Naturally, Reading A to Z). Reading Corps supplies some grade-level passages.
- If school elected to have **additional MEC coaching support with Option B (virtual or in-person)**, **collaborate with the Coaching Specialist** and Interventionist to select and exit students according to Reading Corps criteria and determine appropriate reading interventions.
- **Facilitate monthly Data Review Meetings**—includes review of RCDMS and fidelity checks. Attend additional meetings with Coaching Specialist as needed or requested by the site.
- 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.
- Work closely with Program staff and site administration to **proactively manage** Interventionist performance and address issues as they arise. Interventionists are expected to adhere to school policies and procedures regarding confidentiality, safety, dress code, attendance, etc.
- Participate in **semi-annual site visits** with MEC Program staff.
- Participate in **special site visits** to highlight and demonstrate the effectiveness of the Program, as applicable. These site visits may include media, legislators, corporations, and other stakeholders. Advance notice is provided.

Service Site Expectations

1. **Submit Application:** Complete and submit a [site application](#) to request Reading Corps at your school. Site applications are reviewed on a rolling basis.
2. **Identify Coach:** Appoint a School Liaison (option A) or an Internal Coach (Option B) and allocate sufficient time for training and fulfilling the responsibilities of the Reading Corps program.
 - a. The School Liaison or Internal Coach will provide on-site supervision and support for the Reading Corps Interventionists.
 - b. Option A: School Liaison will need to dedicate 1-2 hours per Interventionist per month for program support; Option B: Internal Coach will need to dedicate 6-9 hours per Interventionist per month for program support.
3. **Support Recruitment:** Collaborate with MEC Program staff to find high-quality Reading Corps Interventionists for your site.
 - a. Many candidates are connected to the Program by Partners, so your participation in recruitment is essential.
 - b. MEC Program staff make the final decision regarding Interventionist selection and placement.
4. **Sign Partner Site Agreement:** A signed Partnership Agreement is required between MEC and each district/agency partner. The Site Agreement will be sent after the Award email notification to school.
5. **Educate Teachers and Staff:** Prior to the program start about the Reading Corps program model to capture buy-in, support and shared understanding for implementation. MEC Program Staff can assist schools with presentations to staff.
6. **Welcome Tutor:** On day 1, provide a site orientation for the Interventionist.
 - a. 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.
7. **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.
8. **Determine Student Eligibility:** Follow Reading Corps training to determine students' eligibility for tutoring.
9. **Program Support: Schedule** 5-15 minutes per day for communications and/or weekly meetings with MEC Interventionist(s).
10. **Support Interventionists:** Observe delivery of interventions at least 2x/month.
 - a. Conduct regular check-ins with the Interventionist to discuss progress and address any challenges.

- b. Ensure the Interventionist has access to necessary materials and resources to implement the literacy interventions effectively.
 - c. Option B: Internal Coach will facilitate monthly data review meetings to review student progress and consider intervention changes. Option A: MEC Coaching Specialist will facilitate the monthly data review meetings to review student progress and consider intervention changes. School Liaison is encouraged to attend.
11. **Support Benchmarking:** Support benchmarking during the fall, winter, and spring periods for participating students. This may include:
- a. Providing a roster of previously served students you would like to continue receiving tutoring
 - b. Reviewing previous assessment results to generate a list of potential Reading Corps candidates
 - c. Observing the Interventionists for fidelity to Reading Corps assessments
 - d. Identifying times for the Interventionist to complete assessments with students.
12. **Maintain Caseload:** Ensure that Reading Corps Interventionists consistently serve a full caseload of students at any given time; at minimum 15 students for full-time Interventionist(s) or minimum of 10 students for part-time Interventionist(s).
13. **Develop the Schedule: Ensure** students receive targeted reading interventions for approximately 100 minutes per week. Assist Interventionists create the tutoring schedule.
14. **Follow Exit Criteria: Follow** the established criteria to determine when a student has made sufficient progress to exit the program. MEC Coaching Specialists support with Option A.
15. **Provide Demographic Data & State-assigned Student ID Number:** Support the Reading Corps program in following federal (i.e., FERPA) and state regulations for data security and sharing.
- a. 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
16. **Ensure Accessibility:** Make sure the service site is accessible to people with disabilities according to Americans with Disabilities Act.
17. **Pay MEC Participation Fee.** See page 18 for more information.
18. **Complete Training:**
- a. Option A: Anticipated time for School Liaison to complete LMS trainings is approximately 2 hours.
 - b. Option B: Up to 15 hours of required training in the Learning Management System for **new** Internal Coaches; 1-2 hours for **returning** Internal Coaches.
 - c. SCECH's available upon MDE approval.
19. **Communicate with Families:** Inform families/caregivers of students receiving Reading Corps services in collaboration with the Interventionist.

- a. Provide a mechanism for informing families/caregivers, such as using the letter template provided by Reading Corps.
- 20. 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.
- a. Internal coaches will then notify MEC staff, specifically a Program Director of 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.
 - b. If there are any questions, please contact Tom Bobo at tbobo@hopenetwork.org.

Participation Fee

MEC is non-profit organization. For the 2026-27 school year, MEC is offering a tiered pricing structure for schools to select the best program model for their school. These new offerings align service levels with the support MEC provides and ensure sustainable operations, high-quality Interventionist experience, and strong talent recruitment.

- For Option A, as described on pages 9-10, MEC charges a \$25,000 participation fee per Interventionist as part of the agreement with sites to receive the full, turnkey MEC-led Reading Corps program. The participation fee is \$25,000 per interventionist whether Part-Time or Full-Time.
- For Option B, as described on pages 9 and 11, MEC charges an \$18,750 participation fee per Interventionist as part of the agreement with sites to receive the Reading Corps program led by the school for program implementation, with limited technical assistance from MEC. The fee is \$18,750 whether Part-Time or Full-Time.

The participation 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 offsets the AmeriCorps stipend and benefits, e.g., health insurance, to maintain a basic standard of living. Example funding options for the participation fee include Title 1 Part A, 31a, 35p*, Title III, Title IV A, Title V B (REAP), General School Fund, and MI Kids Back on Track (23g), etc. MEC will also work with schools to approach community partners to cover this and/or additional costs as needed.



Description of Costs

The chart below covers the costs associated with Reading Corps.

Description of Cost	MEC Pays	Partner Pays
Pay MEC Participation Fee		✓**
Interventionist(s) recruitment efforts	✓	
Background checks on Interventionist(s)	✓	*
Interventionist(s) stipend & benefits	✓	
Worker's Compensation / AD&D policy for Interventionist(s)	✓	
Interventionist(s) transportation costs to attend in-person MEC-required training	✓	
Interventionist(s) transportation costs to attend site-required training (if applicable)		✓
Cost of including Interventionist(s) in site-sponsored training		✓
Misc. supplies used by Interventionist(s) (e.g., markers, photocopies, paper, stickers)		✓
Computer/device and Internet access for Interventionist(s)		✓
Workspace for the Interventionist(s), including locked file cabinet		✓
Salary of the school-based liaison (option A) or Internal Coach (option B) 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	✓	

* If School Partner policy requires a background check beyond what is conducted by MEC, that fee is not paid by the Program, nor may it be passed on to the Volunteer. ** While federal AmeriCorps funding covers 2/3 of the costs associated with each Volunteer, MEC must raise additional dollars to serve as a local match to the federal dollars.

Next Steps to Partnering with Reading Corps

Prepare to Submit Your Application

- If you select Option B, identify a staff employee to serve as an Internal Coach, and review the expected responsibilities as described on page 13. Consider shared responsibilities between two school staff employees.
- Identify a staff employee to serve as a Recruitment Contact and Interview Contact (if different).
- Determine the number of Reading Corps Interventionists and type (full-time or part-time) for which to apply. Consider your school schedule to support the minimum caseload expectations for an Interventionist.
- Watch the brief [Reading Corps Program Overview](#). Share this with the identified Internal Coach or School Liaison, teachers, and other relevant staff.
- Complete and [submit your Reading Corp site application](#). Site applications are reviewed on a rolling basis. Site Applications due by Thursday, April 30, 2026.

After You Apply

- Receive email communication with site award decisions and details in early May 2026.
- Communicate with MEC program staff to further discuss the partnership, if questions arise.
- 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 Internal Coach Selection (Option B)

- Was the selected Internal Coach able to fulfill the time commitment, roles and responsibilities for the Interventionists awarded in the current 2025-26 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 May 22, 2026**.
- For Option A, select a School Liaison for general programmatic support and oversight, and approximately 1-2 hours per month per Interventionist of support. For Option B, 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 Interventionist(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.

