

# Guide to Partnering with



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

# Table of Contents

|  |           |
|--|-----------|
| <i>Math Corps Program Model</i>  | <b>3</b>  |
| What are Math Corps services?  | <b>3</b>  |
| Which students are eligible to receive Math Corps services?  | <b>3</b>  |
| When are Math Corps services delivered, and how many students do Interventionists serve during the school day? | <b>4</b>  |
| How long do students receive Math Corps services?  | <b>4</b>  |
| Who are Math Corps Interventionists?   | <b>4</b>  |
| What are the assessments used?   | <b>4</b>  |
| What additional data is collected and for what is it used?   | <b>5</b>  |
| What are the interventions used?   | <b>5</b>  |
| What evidence exists to support Math Corps?  | <b>5</b>  |
| How often do Math Corps Interventionists Meet with Coaches?  | <b>6</b>  |
| <i>Considerations for Partnership with MEC Math Corps</i>  | <b>7</b>  |
| <i>Description of Math Corps Interventionist</i>   | <b>8</b>  |
| Who is this person?  | <b>8</b>  |
| What does the Interventionist do at the site?  | <b>8</b>  |
| Are there other things the Interventionist is expected to do?  | <b>8</b>  |
| What is the time commitment?   | <b>8</b>  |
| What are the financial benefits?   | <b>8</b>  |
| What are the non-financial benefits?   | <b>8</b>  |
| How do they get involved?  | <b>9</b>  |
| <i>MEC Math Corps Tutoring Implementation Models</i>   | <b>9</b>  |
| Choosing the Right Tutoring Implementation Model for Your School   | <b>9</b>  |
| Option A: MEC-led Full-Service Program Model (Turnkey Implementation)  | <b>10</b> |
| Option B: School-Supported Implementation  | <b>11</b> |
| <i>Description of Internal Coach</i>   | <b>13</b> |
| Role   | <b>13</b> |
| Person   | <b>13</b> |

|  |           |
|--|-----------|
| <b>Time Commitment</b>   | <b>13</b> |
| <b>Training</b>  | <b>13</b> |
| <b>Responsibilities</b>  | <b>13</b> |
| <i>Service Site Expectations</i>   | <i>15</i> |
| <i>Participation Fee</i>   | <i>18</i> |
| <i>Description of Costs</i>  | <i>19</i> |
| <i>Next Steps to Partnering with Math Corps</i>                                    | <i>20</i> |
| <b>Prepare to Submit Your Application</b>  | <b>20</b> |
| <b>After You Apply</b>   | <b>20</b> |
| <b>Returning Sites – Items to Consider for Internal Coach Selection (Option B)</b> | <b>20</b> |
| <b>Before the Program Year Begins</b>  | <b>20</b> |

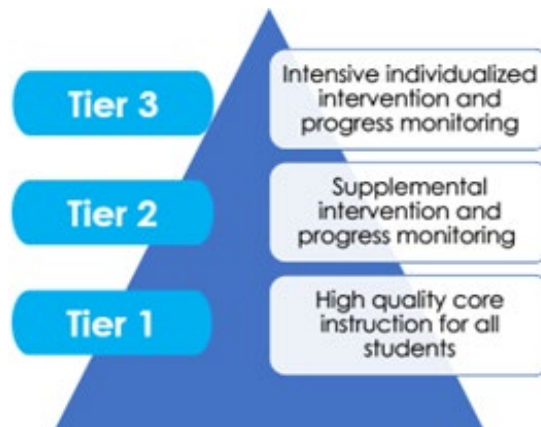
# Math Corps Program Model

## *What are Math Corps services?*

- Math Corps is an evidence-based, high-impact math tutoring Program. Math Corps uses instructional strategies aligned with research and expert recommendations for supporting students who need more support in math.
- There are two Math Corps Program models. One serves students in grades 4–8 (also called MEC Math Corps) and the other serves students in grades K–3.
- Math Corps tutors (also referred to as Interventionists) are trained to provide 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.
- Math Corps targets foundational math skills in whole and rational number understanding with algebraic reasoning.
- Interventionists are trained to deliver scripted math interventions and use strategies to engage and motivate students based on their unique needs.
- A school-based liaison/Internal Coach and MEC Coaching Specialists support Interventionists with selecting intervention start point 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 Math Corps services?*

- Students in grades K–3 or 4–8 scoring “below target” on state proficiency tests and/or a benchmark assessment administered by Math Corps Interventionists are eligible for intervention. Within a Multi-Tiered System of Support 3-Tier model (pictured below), these students are generally classified as receiving Tier 2 support.
- Students who need math skill practice versus intensive math instruction in longer daily sessions.
- Students receiving Title 1, special education, or English Language services are eligible as determined by the Internal Coach in collaboration with the Coaching Specialist and school staff.



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

- Tutoring sessions occur during the school day outside of teacher-led math instructional time.
- Students participating in 4–8 Math Corps receive 90 minutes of tutoring weekly. These 90 minutes can be divided to fit student schedules (e.g., three 30-min sessions/week, five 20-min sessions/week, etc.). Students participating in K–3 Math Corps receive 20-minute sessions in pairs every day an Interventionist is at the site.
- Interventionist caseloads of students vary depending on the number of hours the Interventionist is serving in a day.
  - Interventionists serving  $\geq 6$  hours per day serve a minimum of 24 students
  - Interventionists serving  $\leq 6$  hours per day serve a minimum of 14 students

## ***How long do students receive Math Corps services?***

- Students receive Math Corps interventions as long as their individual data indicates they need intervention services, as recorded in the data management system, indicates they need intervention services.
- Math Corps 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.

## ***Who are Math Corps Interventionists?***

- Math Corps Interventionists are individuals engaged in a commitment of service through AmeriCorps and are commonly referred to as “Volunteers” (formerly “Members”) or “Interventionists.”
- Math Corps Interventionists maintain a stable, regular schedule of hours at a site.
- Math 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 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?***

Mathway, the assessment tool used by Math Corps, was chosen because of its statistical reliability and validity. The measures fit under the umbrella of “Curriculum-Based Measurement” (CBM). Benchmark assessments are conducted in the fall, winter, and spring. Students must demonstrate mastery of individual skills practiced in intervention to progress through Math Corps content. Benchmarking assessments measure grade-level foundational math skills.

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

In addition to assessment data, the following student data may be collected to implement and evaluate the Math Corps Program:

- **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 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 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 (K–3 Math Corps only):** Interventionists record participation in family engagement components of the Program.

## 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 partner. 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. Interventionists are trained to deliver research-based supplemental math interventions with participating students.

## What evidence exists to support 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.
- 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 can be found online through the National Science and Service Collaborative at [nssc.serveminnesota.org/ameriCorps-impact/math-corps](https://nssc.serveminnesota.org/ameriCorps-impact/math-corps).

### ***How often do Math 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 Math 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 MEC Math Corps

MEC Math 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 Math Corps:

- Does your school serve students in grades K–3 grades OR 4–8?
- Is there room in your school schedule for an Interventionist to work with a caseload of students outside of core math instructional time?
- Is there support for research-based math interventions to occur during the school day, outside of core instruction?
- Is there someone on staff with the interest and capacity to serve as the Internal Coach (see page)?
  - **Please turn to the “Description of Internal Coach” in this document and review.**
    - 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 MEC Math 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 Interventionist 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 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 Math 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 targeted Math Corps interventions to small groups of students. In 4–8 Math Corps, students receive 90 minutes of intervention weekly (typically in three 30-minute or two 45-minute sessions each week). In K–3 Math Corps, students receive daily 20-minute sessions.

|                                  | <b>Full-time Math Corps</b>                               | <b>Part-time Math Corps</b>                               | <b>Part-time (Middle School)</b> |
|----------------------------------|---|---|----------------------------------|
| <b>Minimum Caseload Expected</b> | 24 students in triads (4-8)<br>24 students in pairs (K-3) | 14 students in triads (4-8)<br>14 students in pairs (K-3) | 24 students in triads (4-8)      |

## *Are there other things the Interventionist is expected to do?*

The Interventionist completes ongoing Math Corps training and participates 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 (5.5 hours/day, 5 days/week)
- **Middle School Only:** Part-Time (PT) tutor serves approximately 21 hours/week (7.0 hours/day, 3 days per 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 math intervention strategies
- Play a vital role for children in education



## How do they get involved?

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

# MEC Math 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 member 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:<br>MEC-led Implementation  | Option B:<br>School-Supported 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"> <li>Schools new to high-impact tutoring</li> <li>Schools seeking high coaching support (virtual and in-person) with low internal staff burden</li> <li>Districts wanting hands-on coaching and support</li> <li>Schools prioritizing strong fidelity and consistent implementation</li> <li>Schools focused on maximizing measurable student growth</li> <li>Returning (legacy) MEC Partners</li> </ul> | <ul style="list-style-type: none"> <li>Schools with strong instructional leadership capacity to support high-impact tutoring</li> <li>Districts seeking a lower cost, more flexible model</li> <li>Teams comfortable managing implementation internally</li> <li>Teams able to supervise MEC tutors on site</li> <li>Teams familiar with AmeriCorps requirements</li> <li>Returning (legacy) MEC partners</li> </ul> |
| MEC School Support Level | Full Service: <ul style="list-style-type: none"> <li>Full training for tutor</li> <li>Full MEC coaching support</li> <li>MEC staff provides program oversight</li> </ul>   | Limited Service: <ul style="list-style-type: none"> <li>Full training for tutor</li> <li>Limited MEC advisory and MEC coaching support</li> <li>School leads implementation</li> </ul>   |

| Category                                | Option A:<br>MEC-led Implementation   | Option B:<br>School-Supported Implementation   |
|---|---|--|
|   | <ul style="list-style-type: none"> <li>• MEC supports program fidelity</li> <li>• Full program compliance</li> <li>• Full access to data systems</li> </ul> | <ul style="list-style-type: none"> <li>• <b>School-based Internal Coach completes full LMS training</b></li> <li>• Full program grant compliance</li> <li>• Full access to data systems</li> </ul>   |
| <b>School Staff Lift</b>                | Minimal<br>~1-2 hours/tutor/month   | Moderate to High<br>~6-9 hours/tutor/month   |
| <b>Enhancement Options for Option B</b> | Full-service program that provides in-person and virtual support. Included in price.  | <b>Virtual Coaching Support (10 hours)   \$600</b><br>Monthly fidelity checks and data review support delivered virtually by MEC Coaching Specialist<br><br><b>On Site Coaching Support (10 hours)   \$1000</b><br>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 are 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 are 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 Math Corps Interventionists. Training is provided by MEC, with the purpose of the Internal Coach to understand the program model and provide oversight to the Math Corps Interventionists. Internal Coach strives to uphold the integrity of the Math Corps model and functions as a bridge between the school partner, the Interventionist, 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 any scheduled 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 dedicated time in that position for Math 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 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 the 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 monthly**, provide feedback to the Interventionist, and record scores into the data management system.
- **Facilitate Data Review Meetings 3X/year**–includes review of MCDMS 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 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.
- 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 parties involved in funding. Advance notice is provided.

## Service Site Expectations

1. **Submit Application:** Complete and submit a [site application](#) to request Math Corps at your school. Site applications are viewed on a rolling basis.
2. **Identify Coach:** Appoint and School Liaison (option A) or an Internal Coach (Option B) and allocate sufficient time for training and fulfilling the responsibilities of the Math Corps program.
  - a. The School Liaison or Internal Coach will provide on-site supervision and support for the Math 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 staff to find high-quality Math Corps Interventionists for your site.
  - a. Many of our candidates are connected to the program by our site 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 Math 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:** Have a mechanism in place to identify K-3<sup>rd</sup> students and/or 4th-8th grade students who need additional support to meet state math standards.
  - a. Follow program guidance and student assessment scores to determine which students are eligible for Math Corps program services.
9. **Program Support: Schedule** 5-15 minutes per day for communications and/or weekly meetings with MEC Interventionist(s).

10. **Support Interventionists:** Conduct fidelity check observations of intervention delivery monthly (about 30-45 minutes). Support the Interventionists implementation of Math Corps' research-based math interventions.
11. **Support Benchmarking:** During the fall, winter, and spring benchmark periods for participating students and record these data into the online data management system.
12. **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.
  - a. 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.
13. **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). 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 Math 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.
  - a. 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.
  - b. SCECH's available upon MDE approval.
19. **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](mailto: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.
- 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 participation fee is \$18,750 per Interventionist.

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 Math 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 MEC-required training  | ✓        |              |
| Interventionist(s) transportation costs to attend site-required training (if applicable)   |          | ✓            |
| Math Corps Manual, including Math Corps Manipulatives  | ✓        |              |
| Cost of including Interventionist(s) in site-sponsored training  |          | ✓            |
| Cost of photocopies of intervention lessons  |          | ✓            |
| Misc. supplies used by Interventionist(s) (e.g., markers, paper, stickers)   |          | ✓            |
| Computer/device and Internet access for Interventionist(s)   |          | ✓            |
| Workspace for the Interventionist(s), including locked file cabinet  |          | ✓            |
| Salary of School Liaison (Option A) or Internal Coach (Option B) to fulfill Math Corps responsibilities, including required training |          | ✓            |
| Salary of MEC Math Corps Coaching Specialist and Program Staff to fulfill Math Corps responsibilities                                | ✓        |              |

\* 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 Math Corps

## *Prepare to Submit Your Application*

- Identify a staff member to serve as the school liaison or Internal Coach, and review the expected responsibilities as described on page 13. 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. 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 [Math Corps Program Overview](#). Share this with the identified Internal Coach or School Liaison, teachers, and other relevant staff.
- Complete and [submit your MEC Math Corps 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 Interventionist(s) awarded in the current 2025-26 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 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](mailto: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 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 5-7 business days week prior to the start of training.

