

Guide to Partnering with



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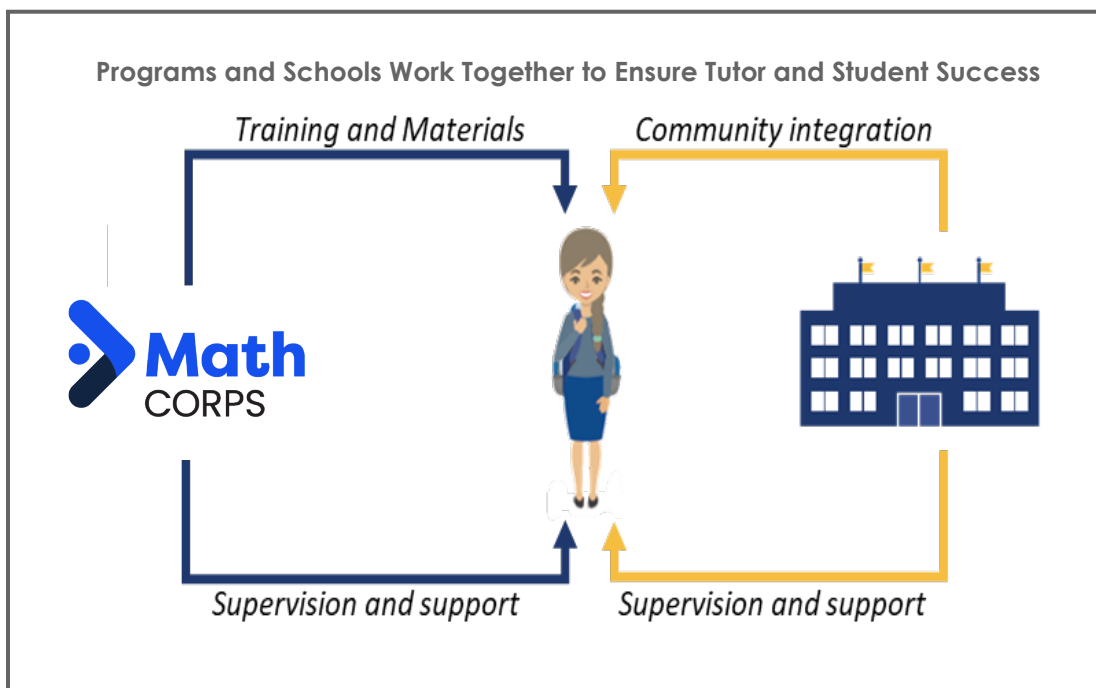
This Guide contains important information about being a host site with Math Corps. Questions about Math Corps should be directed to dana.sell@k12.nd.us

Math Corps Fact Sheet

Math Corps is an evidence-based math-tutoring program delivered by AmeriCorps Members that provides 90 minutes of weekly tutoring to students in groups of two or three to improve foundational math skills required for long-term academic success and algebra readiness. Math Corps serves students in grades 4 through 8.

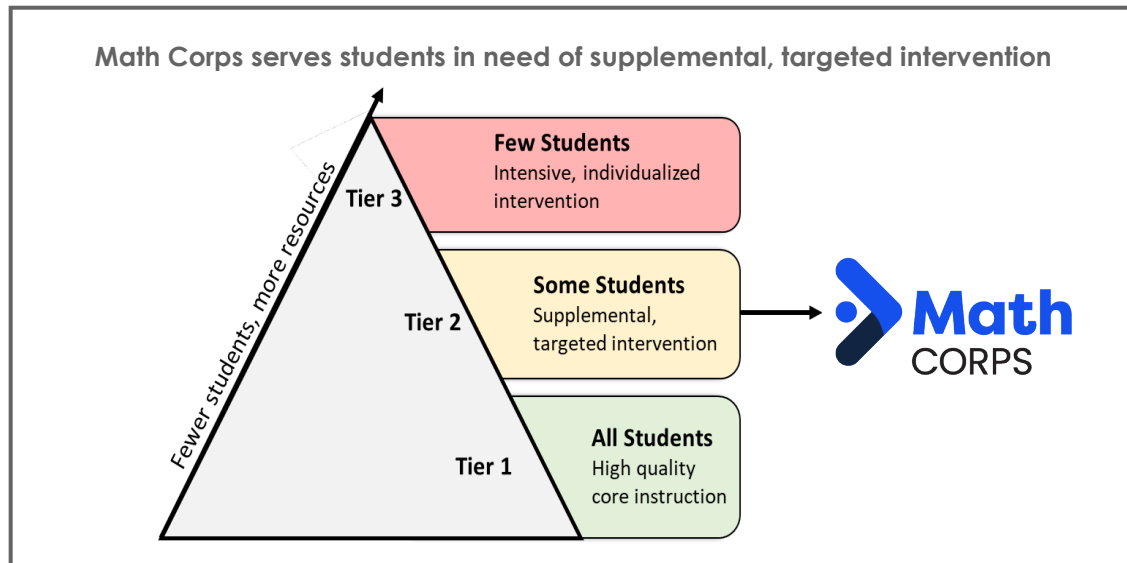
What are Math Corps services?

- Math Corps is an evidence-based, standard protocol, math intervention program developed to align with state and Common Core Standards to deliver interventions to students in grades 4 through 8. The program includes scripted interventions to guide service delivery.
- Math Corps activities are aligned with Common Core State Standards and State Math Standards related to whole and rational number understanding and algebra.
- AmeriCorps members (also referred to as "Tutors") are the engine for Math Corps. Tutors are initially trained to deliver an entire Tier 2 intervention package. Tutors are supported by a program coach (Coaching Specialist) and a staff member at the partnering site (Internal Coach).
- Tutors are intended to be fully integrated into the school community and Internal Coaches help with that integration. Tutors who feel like they are part of the school community tend to have greater satisfaction and are better positioned to help the students in the school.
- Each partnering school also has a Program Coordinator who provides support for program-related requirements.



Which students are eligible for Math Corps services?

- Tutors, Coaches, and teachers work together to identify students using state test scores.
- Students served by Math Corps are typically in need of “Tier 2” support within a tiered model of service delivery. They are likely students yet to reach grade-level targets and in need of additional opportunities to practice key skills so that they can better access core instruction.
- Students receiving Special Education or English Language services are eligible on a case-by-case basis, as determined by the Internal Coach in collaboration with the Coaching Specialist.



When are services delivered?

- Tutors support students during the school day outside of core instruction times. Scheduling requires support from teachers, administrators, and the Internal Coach.
- Students participating in Math Corps receive 90 minutes of tutoring weekly in groups of 2-3.

How does a Tutor know what to teach?

- Each grade level has a unique scope and sequence that align with the Common Core State Standards.
- Formative assessments are built into the Math Corps program model to ensure tutors know which unit to start in, when additional practice is needed, and when it's time to move on to the next skill.
- Tutors typically DO NOT provide homework help.

Who are the tutors?

- Tutors commit to a year of national service through AmeriCorps. They receive a modest living allowance and earn hours of service toward an education award to pay for college tuition or pay back college loans through the AmeriCorps program.
- Tutors come to the program from all walks of life. They may be recently retired, taking a gap year or mid-career break, or seeking experience before pursuing an education degree.
- Although tutors are part of the school community, they are not employees of the school and/or district and may not be used to replace services provided by the school or site employees. Likewise, Math Corps Tutors are not allowed to be assigned to lunchroom duty, playground supervision, etc. at the school.

Is Math Corps a Good Fit for Your Site?

Math Corps thrives in a wide variety of contexts.

There are a few initial considerations:

- ❑ Does your school serve students in fourth, fifth, sixth, seventh and/or eighth grade?
- ❑ Is student contact time sufficient for a tutor schedule? Tutors serve a caseload of 12-30 students depending on their time commitment students.
- ❑ Is there support for research-based math interventions to occur during the school day outside of core instruction?
- ❑ Is there someone on your staff with the interest, capacity, and time to serve as the Internal Coach? **Please turn to the “Description of Internal Coach” in this document and review it.**
- ❑ How will the Internal Coach's schedule reflect time for Math Corps duties (approx. 6-9 hours per tutor per month) plus training?
 - How will you compensate the Internal Coach for the time completing required training?
 - How will you compensate the Internal Coach for time spent on Math Corps duties throughout the year?

Additional factors that are helpful to consider:

- ❑ What curriculum are you currently using, if applicable, and what assessments do you use and for what purpose?
- ❑ To which computer(s) or other device(s) would tutor(s) have regular, reliable access?
- ❑ What secure (locked) storage could the tutor utilize (for student files, for personal effects, etc.)?
- ❑ Is the Response to Intervention/Multi-Tiered Systems of Support model of service delivery utilized at your site? In what areas (e.g., academic, behavior)?
- ❑ Estimate the number of students who performed below proficiency in math on their previous year's state accountability test.
- ❑ What do we need to know about your district or agency in order to follow your own district or agency's policies for partnerships? For example, with whom should we work on the following if they come up?
 - We run extensive background checks and cannot pay for or ask tutors to pay for any additional background checks
 - Posting open tutor positions on a district or site employment page
 - Posting a site sign with the AmeriCorps logo, Math Corps logo, and potentially the logo of any funder who is sponsoring the program at your site

Math Corps and Instruction in the General Education Classroom

Math Corps is a supplemental intervention program for students who have yet to reach grade-level targets with regular classroom instruction alone. Research indicates that students who are not yet working on grade level skills in math tend to need additional support with fundamental skills in Number and Operations. Math Corps uses instructional strategies that align with research and expert recommendations for supporting students who need additional support in the area of math.

Given the relatively focused nature of Math Corps content and instruction, it is critical for schools to recognize that Math Corps **does not** replace or perfectly mirror core instruction. Math Corps is designed to help students develop core skills in math that will allow them to respond better to instruction in the regular classroom, which (1) focuses on a much broader range of content and (2) is associated with a more diverse arrangement of instructional activities.

	Classroom Teachers and Instruction	Math Corps Tutors and Intervention
Implementers	Certified teachers with training in many instructional strategies Strong knowledge of student learning	Explicit training with intervention protocols Strong knowledge of Math Corps instructional strategies
Students	Reach <u>all</u> students. Work with students who have a wide variety of skills, from very low to very high.	Serve students who meet specific criteria (below grade-level proficiency). DO NOT work with high performing students
Content	Responsible for all grade-level standards and provide instruction to that end.	Target specific common core standards in the area of Number and Operations. Each grade level scope and sequence begins with lessons from the previous grade-level and then moves on to grade-level skills. Because Math Corps serves students in hundreds of schools, there may be cases in which tutors may approach content in a variety of ways some of which may be slightly different than the teacher (e.g., multiplication using partial products v traditional algorithm addition and subtraction of fractions).
Instruction	Employ many different instructional strategies, including (but not limited to): <ul style="list-style-type: none"> • Direct instruction • Cooperative learning • Group activities • Classroom projects • Homework with feedback • Class discussions • “Challenge” problems that require students to apply core math skills 	Follow an intervention script. Tutors model skills, guide students in their use of those skills, and challenge students to demonstrate those skills independently. Follow lesson scripts that target conceptual understanding, procedural fluency, and basic application. May not adopt the same instructional strategies as teachers.
Pace and Sequence	Teachers vary in their instructional pacing; however, teachers are often forced to move through the curriculum at a pace that allows them to cover all the necessary material. In addition to a broad scope of content, teachers generally follow a sequence of instruction that is consistent with the curriculum adopted by the school.	Pacing driven by student performance. Students must demonstrate mastery before moving on to the next standard in the sequence. Follow a manualized sequence. Tutors may teach concepts after they have been covered in the classroom, but they may also address skills that have yet to be covered. That is the nature of a program that focuses exclusively on one area of math competency.

Site Expectations in Implementing Math Corps

1. **Identify a staff person to fill the role of Internal Coach** and allocate sufficient time for the person to complete training and fulfill the responsibilities of Math Corps, including providing on-site supervision and support of the Math Corps tutor. Classroom teachers and administrators are typically not good candidates for Internal Coaches because it is difficult to find time to conduct observations during the school day.
2. Work in collaboration with Math Corps staff to **find high-quality Math Corps tutors**. The majority of our tutor candidates are connected to the program by our site partners. Your participation in recruitment is essential.
3. **Educate teachers and school staff** about the Math Corps model to capture buy-in and support.
4. **Welcome the tutor to the site**, introduce to staff, and provide an orientation to the site. Provide tutoring and workspace for the tutor to use, including a locked filing cabinet and computer access.
5. Have a mechanism in place to **identify 4th-8th grade students** who need additional support to meet state math standards. Follow Math Corps' eligibility guidelines to **determine which students are eligible** for Math Corps services.
6. Support the tutor's **implementation of Math Corps'** research-based math interventions.
7. Ensure that students receiving Math Corps services are provided targeted math interventions for 90 minutes per week. Assist tutors in **creating the tutoring schedule**.
8. Support **curriculum-based assessments** to guide instruction and tutoring interventions.
9. **Oversee progress monitoring** for participating students to guide tutoring interventions. Tutors are responsible for using STAR Math, as well as recording this data, and tutor logs, into MCDMS, the online data management system used by Math Corps.
10. **Ensure that Math Corps tutors consistently serve a full caseload** of students at any given time.
11. **Adhere to the exit criteria** guidelines set by Math Corps, which establish when a student is ready to be exited from Math Corps services.
12. **Provide demographic data & state-assigned student ID number** for students receiving Math Corps services. Support the Math Corps program in following federal (i.e., FERPA) and state regulations for data security and sharing. A detailed description of data required from the site for participating students is provided in the Math Corps Site Agreement.
13. **Communicate with the families/caregivers** of students who are receiving Reading Corps services in collaboration with the Reading Corps tutor. 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.
14. Ensure **service site is accessible** to people with disabilities.
15. **Pay the site fee** (where applicable, scholarships available for new sites).*

Description Of Math Tutors

Role Description: Math Tutors work with students who need help building their math skills. They use prescribed, research-based math interventions and conduct progress monitoring to ensure the student is on track.

Math Tutor

Who is this person?	Someone recruited from the community – a recent college graduate, a parent, a retiree, etc.
What does the tutor do at the site?	The tutor provides 90 minutes of targeted Math Corps interventions to groups of 2-3 students (typically in three 30-minute or two 45-minute tutoring sessions each week).
Are there other things the tutor is expected to do?	The tutor is required to complete ongoing Math Corps training and participate in professional development with their Coach(es) and/or Program Staff. Tutors are required to complete data entry to track student progress. Tutors may also participate in supplemental activities at their site or in their community.
What is the time commitment?	<ul style="list-style-type: none"> • Part-Time (PT) tutor serves 28 hours/week • Reduced Part-Time (RPT) tutor serves 20 hours/week <p>Cohorts of tutors start at designated times and commit to serving through the end of the school year</p>
What are the financial benefits?	<ul style="list-style-type: none"> • Monthly living allowance • Education award up to \$3,247.50 • Student loan deferment on federal loans
What are the non-financial benefits?	<ul style="list-style-type: none"> • Play a vital role helping students improve math skills • Gain valuable teaching experience • Receive free professional development • Make an impact on their community
How do they get involved?	Start the process by completing a Math Corps application online at http://ndmathcorps.org/

Description of Internal Coach

Role	The Internal Coach is designated by an administrator and will be trained by Math Corps to provide math support and oversight to the Math Corps tutor(s). Internal Coaches will uphold the Math Corps model and act as a liaison between school staff, the tutor(s), and the program.
Person	<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 is also beneficial for an Internal Coach to be knowledgeable about interventions or math instruction.</p> <p>Challenges occur when this responsibility is assigned to staff without concretely opening dedicated time in that position for Math Corps coaching. We recommend that administrators be thoughtful about incorporating this responsibility into a staff person's position.</p>
Time Commitment	<ul style="list-style-type: none"> • Average of 6-9 hours of coaching and support <u>per tutor</u> per month • Approximately 5 hours of required training <p>Required training + coaching for 1 tutor = approx. 0.1 FTE Required training + coaching for 2 tutors = approx. 0.15 FTE Required training + coaching for 3 tutors = approx. 0.2 FTE</p>
Training	Internal Coaches are required to complete less than 5 hours of training but have access to additional information and professional development through our learning management system. Training will be sent to Internal Coaches before the start of the program year or when they register with the program and should be completed within two weeks of a tutor starting.
Responsibilities	<p>Provide an on-site orientation for the tutor to introduce them to your site</p> <p>Develop a consistent weekly schedule with the tutor that accounts for the daily and weekly hours commitment of their position: Part-Time (PT) tutor serves 28-30 hours/week, and a Reduced Part-Time (RPT) tutor serves 20-22 hours/week at the site. Tutors should work with a full caseload of students at any given time.</p> <p>Work collaboratively with the tutor to select and exit students according to Math Corps criteria.</p> <p>Complete intervention integrity checklists for each intervention observed, provide feedback to the tutor, and submit forms to Math Corps</p> <p>Ensure the tutor is accurately reporting student data, including assessment scores and demographic information</p> <p>Consult with the Math Corps Coaching Specialist, who meets with the Internal Coach and tutors to do observations, conduct fidelity checks for assessment and interventions, and review student progress. The frequency of Math Corps Coaching Specialist visits varies depending on the site's needs & Internal Coach's experience with Math Corps. Additionally, Math Corps Coaching Specialists, Internal Coaches, and tutors engage in discussions and review of student data/progress.</p> <p>Work closely with Math Corps program staff and site administration to proactively manage tutor performance and address issues as they arise. Tutors are expected to adhere to site policies and procedures regarding confidentiality, safety, dress code, attendance, etc.</p> <p>Provide support to allow the tutor to develop professionally throughout the year, including inviting the tutor to participate in professional development opportunities at the service site and in the community</p>

Participate in **special site visits** to highlight and demonstrate the effectiveness of the Math Corps program, as applicable. These site visits may include media, legislators, corporations, and other parties involved in funding

Approve tutor timesheets once every month and complete a **tutor performance evaluation** two times per year

Complete an **annual online program survey** and participate in **annual site visits** with Math Corps program staff

The Cost of Math Corps

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

Description of cost	Math Corps pays	Site pays
Site fee (per tutor)*		✓
Tutor recruitment efforts	✓	✓
Background checks on tutors	✓	
Tutor living allowance & benefits	✓	
Worker's Compensation	✓	
Tutor transportation costs to attend Math Corps-required training	✓	
Tutor transportation costs to attend site-required training (if applicable)		✓
Cost of including tutors in site-sponsored training		✓
Misc. supplies used by tutor (e.g., markers, photocopies, paper, stickers)		✓
Computer and Internet access for tutor		✓
Workspace for the tutor, including locked file cabinet		✓
Salary of Internal Coach to fulfill Math Corps responsibilities, including required training		✓
Salary of Math Corps Coaching Specialists and Program Staff	✓	
Math Corps manual, including assessment & intervention materials	✓	

* While federal AmeriCorps funding covers 2/3 of the costs associated with each member, participating sites pay an annual fee per tutor to serve as a cash match to the federal dollars. Additional funding may be available to cover this site fee for new sites. The annual site fee is billed in two installments. Fees will only be charged for schools where a tutor is successfully placed. Please contact dana.sell@k12.nd.us with any questions.

Site Fees:

Tutor Annual Time Commitment	Tutor schedule	Tutor Living Allowance (paid by SEEC)	Site fee (per tutor)
Half-time: 900 hours	28-30 hours/week	\$1,350/month	\$5,251
Reduced half-time: 675 hours	20-22 hours/week	\$1,025/month	\$3,987
Quarter-Time: 450 hours	15-17 hours/week	\$675/month	\$2,625



Next Steps to Partnering with Math Corps

Prepare to Submit Your Application

- Identify a staff member to serve as an Internal Coach
- Identify a staff member to serve as a Recruitment Contact
- Determine the number of Math Corps members and type for which to apply
- Complete and submit your site application at [here](#) by March 1st. Applications received after that date will be reviewed on a rolling basis if spaces are still available.

After You Apply

- Receive communication with site award decisions and details
- Communicate with Math Corps program staff to further discuss the partnership
- Complete the site onboarding training course. Share this with the identified Site Internal Coach.
- Sign the Site Agreement
- Begin recruiting using the recruitment toolkit
- Participate in tutor interviews alongside Math Corps staff

Before the Program Year Begins

- Ensure the Internal Coach is ready to complete program-required tasks and training and has the capacity to dedicate 6-9 hours per member, per month
- Educate staff about Math Corps
- Prepare to welcome Math Corps member(s) to your site by determining a designated workspace and communicating with the Math Corps member(s) once they are hired

Program Timeline

