

# 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 [sites@ampact.us](mailto:sites@ampact.us).



Ampact is a national organization that demonstrates the power of national service to solve complex social problems. We create innovative programs that focus on education, environmental stewardship, and healthy futures for communities. These programs include Reading Corps, Math Corps, Early Learning Corps, Climate Impact Corps, Recovery Corps, Heading Home Corps, Public Health Corps, Language Corps, and Resettlement Corps.

# Math Corps Frequently Asked Questions

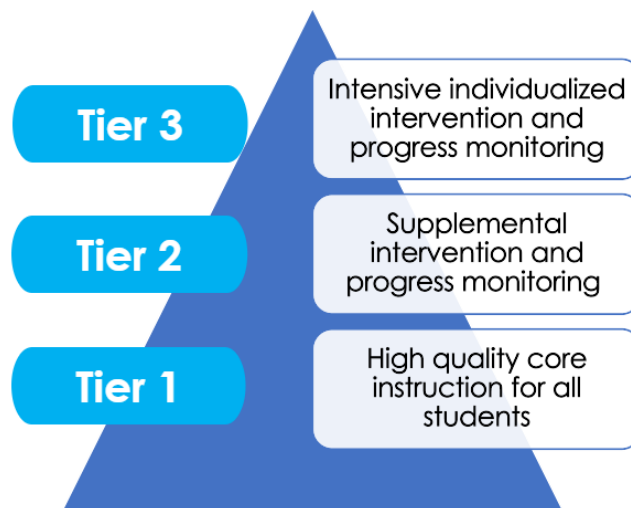
**Math Corps** is an evidence-based math-tutoring program delivered by AmeriCorps members that provides consistent, high-dosage tutoring to students in small to improve foundational math skills required for long-term academic success and algebra readiness. The standard Math Corps model serves students in grades 4 through 8. An Elementary Math Corps initiative serving grades Kindergarten through 3 is available in some areas.

## 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. 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-provided 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 Manager who provides support for AmeriCorps program-related requirements.

## Which students are eligible for Math Corps services?

- Tutors, Coaches, and teachers work together to identify students for support using state and/or school test scores and an eligibility assessment delivered by Math Corps members.
- 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 Math Corps Coaching Specialist.



## When are services delivered?

- Tutors support students during the school day outside of core instruction times and, if possible, before and after school. Scheduling requires support from teachers, administrators, and the Internal Coach.
- Students participating in 4-8 Math Corps receive 90 minutes of tutoring weekly in groups of two or three.
- Students participating in K-3 Math Corps receive daily 20-minute sessions in pairs every day a tutor is at the site (ranges from 3-5 days per week depending on school location and tutor commitment).

## How does a tutor know what to teach?

- Each grade level has a unique scope and sequence that aligns 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:

- ❑ Is student contact time sufficient for a tutor schedule?
  - 4-8 Math Corps: Full-time tutors serve a minimum caseload of 24 students and part-time tutors serve a minimum caseload of 12 students.
  - K-3 Math Corps: Part-time tutors serve a minimum caseload of 24 students and part-time tutors serve a minimum caseload of 18 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 ensure the Internal Coach is given adequate time to complete required training?
  - How will you ensure the Internal Coach has adequate time to spend on Math Corps duties throughout the year?

## Here are some other 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 to follow your 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
<b>Implementers</b>	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
<b>Students</b>	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
<b>Content</b>	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 <b>grade-level and then moves on to grade-level skills</b> . 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).
<b>Instruction</b>	Employ many different instructional strategies, including (but not limited to): <ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Cooperative learning</li> <li>• Group activities</li> <li>• Classroom projects</li> <li>• Homework with feedback</li> <li>• Class discussions</li> <li>• "Challenge" problems that require students to apply core math skills</li> </ul>	Follow an intervention script. Tutors <b>model</b> skills, <b>guide</b> students in their use of those skills, and <b>challenge</b> students to demonstrate those skills <b>independently</b> . Follow lesson scripts that target <b>conceptual understanding, procedural fluency, and basic application</b> . May not adopt the same instructional strategies as teachers.
<b>Pace and Sequence</b>	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 of 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.
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 students** who need additional support to meet state math standards.
6. Follow Math Corps' eligibility guidelines to **determine which students are eligible** for Math Corps services.
7. Support the tutor's **implementation of Math Corps'** research-based math interventions.
8. Assist tutors in **creating the tutoring schedule**.
9. Support **curriculum-based assessments** to guide instruction and tutoring interventions.
10. **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.
11. **Ensure that Math Corps tutors consistently serve a full caseload** of students at any given time – at minimum 24 students for full-time tutors or 12 students for part-time tutors.
12. **Adhere to the exit criteria** guidelines set by Math Corps, which establish when a student is ready to be exited from Math Corps services.
13. **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.
14. Ensure **service site is accessible** to people with disabilities.
15. **Pay the site fee** (where applicable).\*

\*While federal AmeriCorps funding covers 2/3 of the costs associated with each member, our programs must raise additional dollars to serve as a cash match to the federal dollars. Depending on the success of these efforts in specific states or regions, it may be necessary to charge a fee to a school. Please contact [sites@ampact.us](mailto:sites@ampact.us) with any questions.

# Description Of Math Corps Roles

**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

<b>Who is this person?</b>	Someone recruited from the community – a recent college graduate, a parent, a retiree, etc.
<b>What does the tutor do at the site?</b>	The tutor provides targeted Math Corps interventions to small groups of students. In 4-8 Math Corps, students receive 90 minutes of tutoring weekly (typically in three 30-minute or two 45-minute tutoring sessions each week). In K-3 Math Corps, students receive daily 20-minute sessions.
<b>Are there other things the tutor is expected to do?</b>	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.
<b>What is the time commitment?</b>	<ul style="list-style-type: none"> <li>• Full-Time (FT) tutor serves approximately 35 hours/week</li> <li>• Part-Time (PT) tutor serves 25 hours/week</li> <li>• Reduced Part-Time (RPT) tutor serves 18 hours/week</li> </ul> <p>Cohorts of tutors start at designated times and commit to serving through the end of the school year</p>
<b>What are the financial benefits?</b>	<ul style="list-style-type: none"> <li>• Bi-weekly living allowance</li> <li>• Education award up to \$4,826.50</li> <li>• Student loan deferment on federal loans</li> <li>• Health insurance (FT)</li> </ul>
<b>What are the non-financial benefits?</b>	<ul style="list-style-type: none"> <li>• Learn math intervention strategies</li> <li>• Help students improve math skills</li> <li>• Make an impact on their community</li> <li>• Gain valuable experience in a school</li> </ul>
<b>How do they get involved?</b>	Start the process by completing a Math Corps application online at <a href="https://www.ampact.us/serve">https://www.ampact.us/serve</a>

## Description of Internal Coach

<b>Role</b>	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 tutors. Internal Coaches will uphold the Math Corps model and act as a liaison between school staff, the tutors, and the program.
<b>Person</b>	<p>An Internal Coach is an employee of the service site. An Internal Coach should have interest in and time available to dedicate to the program, including supporting members, completing required training, and participating in coaching sessions. It may be beneficial for an Internal Coach to be knowledgeable about interventions or 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>
<b>Time Commitment</b>	<ul style="list-style-type: none"> <li>• Average of 6-9 hours of coaching and support <u>per tutor</u> per month</li> <li>• Up to 10 hours of required training@</li> </ul> <p>Required training + coaching for <b>1 tutor</b> = approx 0.1 FTE            Required training + coaching for <b>2 tutors</b> = approx 0.15 FTE            Required training + coaching for <b>3 tutors</b> = approx 0.2 FTE</p>
<b>Training</b>	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 if needed. 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.
<b>Responsibilities</b>	<p>Provide an <b>on-site orientation</b> for the tutor(s) to introduce them to your site</p> <p>Develop and maintain positive relationships with the tutor(s) and serve as the primary point of contact for tutor(s) at the school site level</p> <p>Facilitate building tutor(s) relationships with school-based staff, including classroom teachers</p> <p><b>Complete intervention integrity checklists</b> at least 5 times a year , provide feedback to the tutor, and submit forms to Math Corps</p> <p><b>Develop a consistent weekly schedule</b> with the tutor that accounts for the daily and weekly hours commitment of their position. Tutors should work with a full caseload of students at any given time. Most of tutors' time in the building should be spent in direct service to tutoring students.</p> <p>Identify students eligible for Math Corps in collaboration with the Coaching Specialist and tutor(s).</p> <p>Attend 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.</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

Work closely with Ampact 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.

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 two weeks

Participate in **semi-annual site visits** with Ampact program staff

Submit in-kind reports to record time dedicated to supporting Math Corps

Complete an **FBI fingerprint background check** and a **full state background check** in accordance with federal grant requirements (Minnesota only).

# 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 (where applicable)*		✓
Tutor recruitment efforts	✓	✓
Background checks on tutors	✓	**
Tutor living allowance & benefits	✓	
Worker's Compensation / AD&D policy for tutors	✓	
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		✓
Cost of photocopies of intervention lessons		✓
Misc. supplies used by tutor (e.g. markers, paper)		✓
Computer/device 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 Specialist and Program Staff to fulfill Math Corps responsibilities	✓	
Math Corps manual, including assessment and intervention materials	✓	

\* While federal AmeriCorps funding covers 2/3 of the costs associated with each member, our programs must raise additional dollars to serve as a cash match to the federal dollars. Depending on the success of these efforts in specific states or regions, it may be necessary to charge a fee to a school. This fee varies based on state or region. Please contact [sites@ampact.us](mailto:sites@ampact.us) with any questions.

\*\* If site or district policy requires a background check above and beyond what is conducted by Math Corps, that fee is not paid by the program, nor may it be passed on to the tutor.

# 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. Site applications are reviewed on a rolling basis.

## After You Apply

- Receive communication with site award decisions and details
- Communicate with Ampact program staff to further discuss the partnership
- Complete the site onboarding training course. Share this with the identified Site Supervisor and other relevant staff.
- Begin recruiting using the recruitment toolkit

## Before the Program Year Begins

- Sign the Site Agreement
- 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