

# 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 nonprofit that specializes in managing and scaling high-quality AmeriCorps programs. We create innovative programs that focus on education and healthy futures for communities. These programs include Reading Corps, Math Corps, Early Learning Corps, Recovery Corps, and Heading Home Corps.

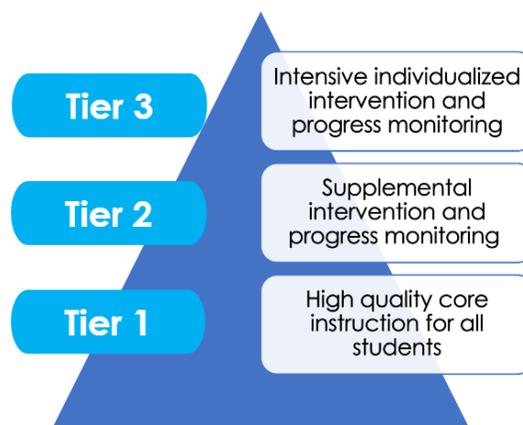
# Math Corps Overview

## 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 and the other serves students in grades K–3.
- Math Corps tutors are trained to provide 90 minutes of tutoring 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.
- Partners provide a staff person to be the site supervisor, who completes Math Corps training and supports the tutors throughout the year. This staff person is called the Internal Coach.
- Ampact provides a Math Corps expert with educational experience, called a Coaching Specialist, to support the Internal Coach and tutors at the site.
- Math Corps targets foundational math skills in whole and rational number understanding with algebraic reasoning.
- Tutors are trained to deliver scripted math interventions and use strategies to engage and motivate students based on their unique needs.
- Internal Coaches and Coaching Specialists support tutors with selecting interventions for students based on individual student data.

## Which students are eligible for 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 tutors are eligible for tutoring.
  - Within a Response to Intervention/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 tutors 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 a tutor is at the site (ranges from 3–5 days per week depending on tutor commitment).
- Tutor caseloads of students vary depending on the number of hours the tutor is serving in a day.
  - Tutors serving 6 or more hours per day serve a minimum of 24 students
  - Tutors serving less than 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.
- Math Corps tutors 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 tutors?

- Math Corps tutors are individuals engaged in a commitment of service through AmeriCorps and are commonly referred to as “Members” or “tutors.”
- Math Corps tutors maintain a stable, regular schedule of hours at a site.
- Math Corps tutors are not employees of the school nor are they paraprofessionals; they may not be used to supplant services provided by Partner employees (including lunchroom duty, playground supervision, etc.). Partners may not hire or employ Members during their term of service.
- Tutors receive a living allowance and earn hours of service toward an education award to pay qualified educational expenses 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 tutoring to progress through Math Corps content. Benchmarking assessments measure grade-level foundational math skills.

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

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

- **Tutor Log Data:** Tutors 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):** Tutors 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. This is a grant requirement in some states.

- **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):** Tutors 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 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. Tutors 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 tutors meet with their Coaches?

- It is recommended that tutors and their Internal Coaches allocate 10–15 minutes per day for communication or schedule weekly meetings. As tutors become familiar with their tasks, the amount of meeting time may be reduced.
- Once per month, the Internal Coach, Math Corps tutor(s), and Coaching Specialist meet to review every student's progress, determine which interventions will be observed for fidelity and provide additional data-based decision making to support student growth.

At least once per month, Coaches observe tutors with students and check intervention integrity using observation checklists. Coaching Specialists observe and conduct integrity checks with Internal Coaches regularly to support the Internal Coach in learning the interventions and coaching the tutors.

## Considerations for Partnership with Math Corps

**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 a tutor 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? **Please turn to the “Description of Internal Coach” in this document and review it.**

**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 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 tutor(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 lead AmeriCorps Member recruitment efforts? Partners play an essential and active role in recruitment by collaborating to provide referrals and recruit prospective AmeriCorps Members from their community and networks.

## Getting Started with Math Corps Checklist

- ❑ **Submit Application:** Complete and submit a site application to request Math Corps at your school. Site applications are reviewed on a rolling basis.
- ❑ **Identify Coach:** Appoint an Internal Coach and allocate sufficient time for training and responsibilities. This person will provide on-site supervision and support for the Math Corps tutor. They dedicate 6–9 hours per Member per month to the Program.
- ❑ **Support Recruitment:** Collaborate with Program staff to find high-quality Math Corps tutors. Many candidates are connected to the Program by Partners, so your participation in recruitment is essential. Program staff make the final decision regarding Member selection and placement.
- ❑ **Sign Partner Agreement:** A signed Partnership Agreement is required between Ampact and each district/agency partner.
- ❑ **Educate Teachers and Staff:** Inform teachers and Partner staff about the Math Corps model to gain their buy-in and support. A short Program overview course to share with staff can be found online at [ampact.us/partner](http://ampact.us/partner). Coaching Specialists can also assist by delivering a brief presentation to school staff.
- ❑ **Ensure Accessibility:** Make sure the service site is accessible to people with disabilities.
- ❑ **Welcome Tutor:** Make Members feel welcome by introducing them to the staff and providing a thorough orientation. Ensure their workspace is accessible, including a locked filing cabinet and access to a computer or other device with high-speed internet beginning on their first day of service. Review logistics specific to your school like policies and procedures, parking and building access, email distribution lists, school-specific safety plans, arrival and departure times, sign in/out protocol, and Positive Behavior Interventions and Supports (PBIS).
- ❑ **Complete Training:** Internal Coaches are required to complete less than 5 hours of training related to the Program. However, they have access to more than 30 hours of optional training materials designed to improve program implementation. The more training an Internal Coach completes, the more likely implementation of the Program will go smoothly.
- ❑ **Determine Student Eligibility:** Follow Math Corps training to determine students' eligibility for tutoring.
- ❑ **Communicate with Families:** Inform families/caregivers of students receiving Math Corps services in collaboration with the tutor. Provide a mechanism for informing families/caregivers, such as using the template letter provided by Math Corps.
- ❑ **Develop the Schedule:** Build a schedule that allows for 90–100 minutes of weekly tutoring sessions for each student receiving Math Corps services. Help tutors create a tutoring schedule that maximizes students served.
- ❑ **Provide Data:** Support the Program in following federal (i.e., FERPA) and state regulations for data security and sharing. Help tutors record data into the Ampact-provided online data management system (MCDMS). A detailed description of data collected is included in this Guide.
- ❑ **Support Benchmarking:** Support benchmarking during the fall, winter, and spring periods for participating students. This may include:
  - ✓ Providing a roster of previously served students you'd like to continue receiving tutoring
  - ✓ Reviewing previous assessment results to generate a list of potential Math Corps candidates
  - ✓ Identifying times for the tutor to complete assessments with students.
- ❑ **Support Interventions:** Observe delivery of interventions at least monthly. Conduct regular check-ins with the tutor to discuss progress and address any challenges. Ensure the tutor has access to necessary materials and resources to implement the math interventions effectively. Attend monthly data review meetings with the Coaching Specialist to review student progress and consider intervention changes.
- ❑ **Communicate with the Program:** Maintain open and regular communication with Members and Program staff. Provide updates and escalate issues to address any challenges promptly. Regular check-ins can help address any issues early and keep everyone aligned.
- ❑ **Pay Program Fee:** Pay the Program fee, if applicable, after service begins. Program fees vary by state and are listed in the Partner Agreement.

## Description of Math Corps Tutor

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| <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 completes ongoing Math Corps training and participates in professional development with their Coach(es) and/or Program staff. Tutors complete data entry regularly to track student progress. Tutors' primary duty is delivering Math Corps interventions, and any supplemental activities must not replace/interrupt tutoring.  |
| <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 of up to \$5,000+</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>• Make an impact on their community</li> <li>• Gain valuable experience in a school</li> <li>• Learn math intervention strategies</li> <li>• Play a vital role for children in education</li> </ul>   |
| <b>How do they get involved?</b>                           | Start the process by completing a Math Corps tutor application online at <a href="http://join.readingandmath.org">join.readingandmath.org</a>  |

Complete Member position descriptions can be found at [ampact.us/positions](http://ampact.us/positions)

## Description of Internal Coach

|                         |  |
|-------------------------|--|
| <b>Role</b>             | The AmeriCorps site supervisor for Math Corps is called an Internal Coach. The Internal Coach is designated by the Partner and trained by Ampact to provide math support and oversight to the Math Corps tutors. Internal Coaches uphold the Math Corps model and act as a liaison between the Partner, the Members, and the Program.  |
| <b>Person</b>           | <p>An Internal Coach is an employee of the Partner. 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><i>Challenges occur when this responsibility is assigned to staff without dedicated time in that position for Math Corps coaching. We recommend that Partners be thoughtful about incorporating this responsibility into a staff person's position.</i></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 5 hours of required training</li> </ul>  |
| <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 is sent to Internal Coaches before the start of the Program year or when they register with the Program and should be completed <b>within two weeks of a tutor starting</b> .  |
| <b>Responsibilities</b> | <p>Provide an <b>on-site orientation</b> for the tutor(s) to introduce them to your site.</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 the tutors' time in the building should be spent in direct service to tutoring students.</p> <p>Develop and maintain positive relationships with the tutor(s) and serve as the <b>primary point of contact</b> for tutor(s) at the school site level.</p> <p>Facilitate <b>building tutor(s) relationships with school-based staff</b>, including classroom teachers.</p> <p><b>Complete intervention integrity checklists monthly</b>, provide feedback to the tutor, and submit forms to Math Corps.</p> <p>Work collaboratively with the Coaching Specialist and tutor to <b>select and exit</b> students according Math Corps criteria and determine appropriate interventions.</p> <p><b>Attend Data Review Meetings 3X/year</b> – includes review of MCDMS and fidelity checks. Attend additional meetings with Coaching Specialist as needed or requested by the site.</p> <p>Provide support to allow the tutor to develop professionally throughout the year, including inviting the tutor to participate in <b>professional development opportunities</b> at the service site.</p> |

Work closely with 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 **semi-annual site visits** with 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.

Submit **in-kind reports** to record time dedicated to supporting Math Corps (where applicable).

## The Cost of Math Corps

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

| Description of cost   | Ampact pays | Partner pays |
|---|-------------|--------------|
| Program 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 local match to the federal dollars. Depending on the success of these efforts in specific states or regions, it may be necessary to charge a Program fee. This fee varies based on state or region and is listed in the Partner Agreement. Please contact [sites@ampact.us](mailto:sites@ampact.us) with any questions.

\*\* If Partner policy requires a background check above and beyond what is conducted by Ampact, that fee is not paid by the Program, nor may it be passed on to the Member.