

# Narratives

## Executive Summary

Partners for After School Success (PASS), a program of Dane County Human Services, will have 35 full-time AmeriCorps members tutor and run extended learning programs at school and community center sites in Dane County, Wisconsin. At the end of the first program year, AmeriCorps members will be responsible for improving the literacy skills of middle and high school youth who are reading below grade level and enhance school engagement for youth at risk of not graduating high school, primarily serving economically disadvantaged and students of color. In addition, PASS AmeriCorps members will leverage an additional 1300 volunteers who will tutor and support extended learning programs (adult volunteers) or serve their community (youth volunteers). This program will focus on the CNCS Education Focus Area. The CNCS investment of \$363,647 will be matched with \$356,399 (\$292,592 in host site cash from state, local and private funds and \$63,807 in Dane County Human Services in-kind support). An additional \$203,672 in host site in-kind contributions will support the project.

## Rationale and Approach/Program Design

A. PROBLEM/NEED: PASS AmeriCorps addresses the persistent gap in academic achievement for economically disadvantaged students and youth of color in Dane County who attend school, read and graduate from high school at significantly lower rates than their more affluent, white peers. Literacy is critical to academic success (1). In Madison, the urban hub of Dane County, 11% of economically disadvantaged 6th grade students read proficiently compared to 56% of their more affluent peers while 9% of 6th grade African American and 17% of Latino students read proficiently compared to 56% of white students (2). These alarming reading disparities occur in every district served by PASS (2). School attendance is essential to academic success with chronic absenteeism most prevalent among low-income students, beginning in middle grades and climbing through 12th grade (3, 4). In Madison, 12% of African American middle school students are truant compared to 1.6% of white students. In high school, this disparity increases to 29% compared to 5% of white students (2). In Madison, economically disadvantaged high school students attend school 88% of available days, a decline from 93% in middle school. African American high school students attend 87%, a drop from 92% in middle school (2). Students who attend less than 90% of available days are significantly less likely to graduate (4, 5). In Madison, only 53% of African American and 63% of Latino students graduate high school on time compared to 86% of white students (2). Dane County students lag behind their peers at the national level where 66% of African American and 71% of Latino students graduate on time (3). Only

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55% of economically disadvantaged students graduate from Madison schools on time compared to 88% of their more affluent peers (2). Similar racial and economic graduation disparities occur in all PASS service areas (2). The consequences of not graduating are many and significant on an individual and community level including higher unemployment and reduced lifetime earnings with fewer prospects for gainful employment (6). There is a significant correlation between crime, health problems and reliance on public assistance for those who do not complete high school (6). The rate of unemployment (25%) and family poverty (54%) for African Americans in Dane County reflects these outcomes (7). The Dane County gap in achievement is compounded by its growing student population and rising poverty at a time of decreasing school resources. With 488,073 residents, Dane County is the 2nd most populous county in the state. The 2010 Census shows county population growth at 14% with outlying communities served by PASS growing up to 51%. Students of color attending Madison schools rose by 50% since 2000, and there are stark racial disparities in Dane County childhood poverty rates (2, 7). In 2011, 75% of African American children lived in poverty an increase of 25% from 2006. This exceeds the overall Wisconsin (49%) and national (39%) African American child poverty rates and compares to a local rate of 5% for white children (7). Student eligibility for Free and Reduced Lunch mirrors this trend as 55% of Madison students are FRL eligible, a 28% increase since 2001 (2). Outlying areas served by PASS have seen double digit increases in FRL eligibility (2). Factors underlying the achievement gap are many and complex. Low achieving schools, social factors, family instability, poverty, peer influence, student involvement in risk behaviors, reading level and student engagement in school are some of the environmental and individual causal factors to the student achievement gap (3). Thirty-five PASS AmeriCorps members will address the underlying factors of student engagement and reading ability through a Tier 2 Education program model. The needs of low-income and students of color in Dane County are critical, growing and compare to the needs of youth in larger urban areas. In a time of rising need and declining resources, PASS expands school and community capacity to move struggling students from a place of hopelessness, to one of promise and success.

### Problem/Need Sources

- 1) Anne E. Casey Foundation (2011) How 3rd Grade Reading Skills & Poverty Influence Graduation
- 2) WI Department of Public Instruction, WI NSS site, [www.data.dpi.state.wi.us/data](http://www.data.dpi.state.wi.us/data)
- 3) Balfanz (2013) Building a Grad Nation, John Hopkins School of Education
- 4) Balfanz (2012) A Report on Absenteeism in the Nation's Public Schools
- 5) Bridgeland (2006) Silent Epidemic: Perspectives of High School Dropouts

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6) Princiotta (2009) Achieving Graduation for All: Governor's Guide to Drop Out Prevention

7) WI Council on Children & Families (2013) Report on Racial Disparities in Dane County

B. AMERICORPS MEMBERS AS A MEANS TO SOLVE COMMUNITY PROBLEMS/LOGIC MODEL:

The Logic Model details the design, activities and outcomes for PASS Extended Learning Programs and Literacy Tutoring to address the Dane County achievement gap by enhancing student school engagement and building reading skills. This section elaborates on the Logic Model citing research evidence to support program design and effectiveness. The Evidence Base section elaborates on the studies cited in this section. PASS Extended Learning Program (ELP) is an after school model designed to impact student engagement by building social-emotional skills and reinforcing school day learning. Three research-informed factors are critical to positive outcomes in PASS ELP: 1) Access to and sustained participation; 2) Quality programming; and 3) Promoting strong partnerships with schools and families (1). ELP INPUTS: To promote accessibility and sustained participation, PASS host sites are strategically located in low-income Madison neighborhoods and resource-scarce outlying areas with growing poverty. PASS brings its full contingency of resources to academically struggling students in their school and neighborhood, eliminating fees, transportation and other barriers to participation. DOSAGE & DURATION: ELP is available every school day to promote frequent, sustained participation. Attenders of out-of-school programs have better outcomes than non-attenders (2). High-attenders (from 30--80 days a year) have better school attendance, grades, academic self-esteem and problem-solving skills than low-attenders (less than 10 sessions) (2). The optimal frequency, breadth and duration of after school program participation is yet to be established, but positive youth outcomes correlate to all three participation factors (2). PASS uses the Department of Education 21st Community Learning Centers 30 sessions benchmark as a minimum participation level to measure impact (3). CORE ELP ACTIVITIES: PASS delivers quality programming utilizing research-based strategies to enhance student engagement in school. Student school engagement is reflected in cognitive (motivation, investment), emotional (sense of belonging, connectedness) and behavioral (attendance, completion of work) domains (4). Engagement tends to decline as students move into secondary school due to changes in context (larger schools, less teacher interaction and greater academic demands) (4). Low income students face additional risks for disengagement due to family need and environmental demands (4). Disengagement is a gradual process beginning in the middle grades (2) and is positively influenced by student acquisition of social-emotional and cognitive skills that support student learning (5). Students lacking these skills become less connected to school

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over time due to their inability to problem-solve, work in groups, manage frustration, etc., ultimately impacting their decision to stay in school (5). Students who are confident persevere when challenged; set academic goals; make responsible decisions about studying; complete homework; experience fewer behavioral issues; and, overall, remain more engaged in school (5). By building student social-emotional and cognitive skills in the middle grades, PASS provides students the resources needed to remain engaged in school. ELP Core Activities listed in the Logic Model build skills by encouraging students to problem-solve; set goals; explore; be creative; work in groups, have a voice in planning, etc. In 2014-15, PASS will add the 2nd Step curriculum to strengthen the program (6). 2nd Step is an evidence-based, scaffolding curriculum building self and social awareness, self-management, relationship, and responsible decision-making skills from 6th--8th grade. Every PASS site serving middle school youth will use 2nd Step. Madison schools began using 2nd Step in 2013. By using the same curriculum in a different setting, ELP will reinforce student learning of essential social-emotional skills. In addition to skill building, members emphasize classroom learning (science, math, writing, etc.) through ELP. In the 2013-14 program year, PASS members have created 28 enrichment activities that align with Common Core Standards; promote developmental assets (7); build social-emotional skills; and reinforce classroom concepts. Programs that emphasize academics in combination with enrichment and recreational activities, like PASS, improve academic performance for students at-risk of not completing school (8). PASS ELP activities are structured and use active skill-building strategies based on findings that sequenced, active, focused and explicit (SAFE) social-emotional learning programs produce significant effects in six outcome areas including school engagement (attitude, academic motivation, sense of belonging, improved behavior) and academic performance (5). SCHOOL ALIGNMENT: Programs with strong school and teacher/principal relationships are more successful at improving student effort, initiative and homework completion (9). Establishing strong school relationships is essential to PASS impacting struggling students. Using the After School Alliance model (10), PASS school-alignment strategies emphasize: A) Regular communication with principals and teachers to understand learning objectives and align ELP activities to school objectives. Members used school learning objectives to develop the aligned enrichment activities noted above. In addition, host site homework clubs reinforce classroom learning, use text books and access homework assignments through on-line systems. B) Teacher involvement in ELP activities. At several PASS host sites, teachers co-facilitate homework clubs, run specialty STEM projects and provide academic support. C) Parent and community engagement through volunteerism. PASS engaged over 500 adult tutors last term. D) Reinforcement of school behavior

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practices and policies. PASS uses the same behavior redirection language used in the school system.

**ELP OUTCOME:** PASS measures change in school engagement for students participating in 30 or more sessions of ELP using the School Engagement Survey--a measure of cognitive, emotional and behavioral engagement. Outcome measures are detailed in the Logic model and SES survey information is detailed in the Performance Measure section. PASS may add evaluation of social-emotional skill acquisition as an outcome measure in year two of the grant after integrating the 2nd Step curriculum and developing protocols. Meta-analysis indicates that skill building programs like PASS positively impact academic outcomes for the PASS target population to address the student achievement gap (5, 8, 11).

**LITERACY TUTORING:** The Annie E. Casey Foundation found that African American students who read proficiently by 3rd grade are four times more likely to complete high school than African American students who do not read at a proficient level. Students living in poverty who read proficiently are three times more likely to graduate (12). Students learn to read, then read to learn. Literacy is essential to student success. PASS literacy tutoring builds reading skills as one way to decrease the student achievement gap.

**TUTORING INPUTS:** Members tutor in 13 Madison and 5 outlying schools that identify tutees and provide the space, student data, teacher support and resources needed for tutoring to succeed. Members receive extensive training on their role in changing the student achievement gap; the tutoring model and how to deliver it with fidelity; and using strategies to improve student reading skills.

**DOSAGE & DURATION:** PASS tutoring is within an effective dosage range (13, 14). An optimal dosage has not been established, but more sessions tend to produce better outcomes (13). PASS optimizes tutoring time without compromising instructional learning. Presently, schools allow release time twice a week for 25 minutes or one 40 minute (class length) session per week.

**CORE ACTIVITIES:** PASS uses a structured tutoring model. Members plan each session based on student need following a pre/during/post sequence focusing on vocabulary, fluency and comprehension skills. Members monitor student progress using grades, teacher input and student performance adjusting tutoring sessions accordingly. Members document the date, content and logistics of each session to ensure fidelity. Research finds structured tutoring to be more effective in making reading gains than less structured interventions (13, 14). PASS incorporates recommendations on tutor training, monitoring, dosage, structure, and school coordination from the U.S. Dept. of Education and CNCS America Reads initiative (15, 16). PASS members establish respectful, mentoring relationships with students, another trait of effective tutors (15).

**OUTCOMES:** PASS measures change in student reading level pre to post-test using a qualitative measure of reading gains. (Qualitative Reading Inventory information is provided in the PM section.) Proposed outcomes

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are detailed in the Logic Model. Structured literacy tutoring positively impacts reading skills for at-risk students (11, 13) suggesting that PASS literacy tutoring will effectively increase student reading skills, positively impacting student achievement and narrowing the achievement gap. PASS generated outcome data supports program impact. In 2011-12, 82% of students tutored by PASS members demonstrated literacy gains and 62% met the program PM target. After revising the training, monitoring and tutee identification protocols, 91% of tutees made reading gains and 70% met targets suggesting that PASS tutoring positively impacted student reading skills.

EVIDENCE BASE: The studies (referenced above and detailed below) provide a strong base of evidence validating that PASS activities lead to the outcomes identified in the Logic Model.

1) Harvard Family Research Project (2008) "After School in the 21st Century" reviews experimental, quasi and meta-analysis studies on the positive impact of after school programs on student academics. Studies include low income youth served by multi-site models.

2) Harvard Family Research Project (2006) "Understanding & Measuring Attendance in Out of School Time" is a review of 27 OST experimental and matched design studies that found significant associations between OST attendance and social, behavioral and school engagement outcomes including spending more time on homework and having a sense belonging to school. Program designs similar to PASS. Middle/elementary age of mixed poverty and race.

3) U.S. Dept. of Ed., 21st Century Community Learning Centers Study of Program Practices.

4) Wang (2012) "School Engagement from Middle to High School" is a longitudinal study of 1479 students using a multilevel growth model finding a decrease in school engagement (defined as subjective value in learning, compliance and participation in school activities) from 7th -- 11th grades ( $p < .001$ ). 56% African American, range of economic status.

5) Durlak (2011) "Impact of Enhancing Students' Social & Emotional Learning (SEL)" is a meta-analysis of 213 SEL program studies finding that participants in programs meeting SAFE model criteria demonstrate significant improvement in skills (+.69), school attitudes (+.24), school behavior (+.28), and academic performance (+.28) reflected compared to controls. 34% secondary school; mix of low income and race; rural and urban settings.

6) "Second Step Middle School Review of Research" (2008) overviews how child development theory and research inform 2nd Step curriculum and summarizes research supporting instructional practices. 2nd Step focuses on middle school youth. SAMHSA registered Evidence-Based program.

7) Search Institute (2003) "Boosting Student Achievement" summarizes research on the statistically significant association ( $p < .05$ ) between 40-developmental assets and indicators of academic

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achievement for middle and high school youth across gender and grade.

8) Lauer (2006) "Out-of-School Time (OST): A Meta-Analysis of Effects for At-Risk Students" analyzed 35 OST studies using control or comparison groups finding that at-risk students who participate in OST programs significantly improve learning outcomes, including reading achievement, compared to at-risk students who do not participate ( $p < .05$ ). OST programs with both academic and social activities have a positive influence on student achievement.

9) "Massachusetts After-School Study" (2005) analyzed 4000 students in 78 programs finding that programs with strong teacher/principal relationships had significant association to student homework completion ( $p < .05$ ). Middle school (57%) youth of color (46%).

10) After school In Action (2012) "Innovative Afterschool Programs Address Critical Issues Facing Middle School Youth" outlines a school alignment strategy based on controlled research studies on middle school youth across income and race/ethnicity, citing meta-analysis.

11) Durlak (2010) "Meta-Analysis of After-School Programs That Promote Social Skills in Adolescents" analyzed 75 after-school program studies that promote personal/social skills finding that youth who participate significantly improve self-confidence (+.37), school bonding (+.25), positive social behaviors (+.29), school grades (+.22) and achievement test scores (all significant at .05 level) compared to controls. Programs using evidence-based skill training (SAFE) produced greater benefits for youth over programs that did not use such approaches. Middle/high school, mixed income (25% low income), mostly youth of color.

12) Annie E. Casey Foundation (2011) "How 3rd-Grade Reading Skills & Poverty Influence High School Graduation" is a longitudinal study using a national database of 3,975 students born between 1979 and 1989 analyzing the influence of reading level and poverty rate to graduation considering race as a moderator finding significant relationships ( $p < .05$ ) between poverty level, reading ability and graduation rates across race.

13) Moore (2009) "Becoming Successful Readers: Volunteer Tutoring for Culturally Diverse Students" used a mixed method evaluation design to study 167 students tutored by trained AmeriCorps members using literacy strategies 2 -- 4 times/week for 30-minutes finding high model fidelity; statistically significant gains in grade equivalent reading levels across all students compared to expected grade level increase for normal readers over a school year ( $d = 2.03$ ); students tutored more frequently had more gains. Five to 12 years old, 61% youth of color.

14) Ritter (2009) "Effectiveness of Volunteer Tutoring" is a meta-analysis of 21 randomized field trials including 1676 students (grades 2 -- 8) tutored by community volunteers or college students in

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America Reads, delivering a mix of reading and general academic strategies rated as high or low structure finding gains in global reading (+.26); sight word recognition (+.41); fluency (+.30); and greater impact for highly structured programs (+.59).

15) U.S. Dept. of Education (2001) Supplemental education services & student achievement.

16) CNCS, America Reads: Principles for High Quality America Reads National Service Programs  
WHY SHOULD CNCS INVEST IN THIS PROJECT? 1) The gap in student learning in Dane County exceeds the national average; 2) Resources in Dane County have not kept pace with population growth, increases in poverty and educational needs. PASS builds capacity to fill resource gaps; 3) PASS has established school relationships and infrastructure; 4) PASS has a history of reliable performance & demonstrated outcomes in literacy gains; 5) PASS reinforces school learning and uses evidence-based practices; 6) PASS will engage over 1300 additional volunteers each year, many will tutor; 7) Education is a national priority. PASS is positioned to be a part of the solution.

C. MEMBER TRAINING: PASS provides members comprehensive training to meet program goals. Orientation is the first week of September covering the tenets of AmeriCorps and the history of national service; AmeriCorps rules, expectations and Prohibited Activities; PASS policy and protocols; youth work professionalism and ethics; and team-building activities including a ropes course day and service event on 9/11. Orientation solidifies member identification with AmeriCorps, provides a knowledge base, and develops a supportive climate. PASS has an established training schedule. Training is held every Friday, September through May, with peer connection time followed by three hours of content and application training. Initial topics focus on the background knowledge and technical skills members need to deliver ELP, tutoring and volunteer engagement services. Training topics include: positive youth development; school engagement issues and response; social-emotional skill building & developing activities that align with school day learning; literacy tutoring including reading basics, QRI administration and strategies to improve reading; engaging youth in service-learning (including information on volunteers and Prohibited Activities). PASS will add training on the 2nd Step curriculum in 2014. Subsequent trainings focus on specific youth issues and member development including: mandatory child welfare reporting; youth work across cultures; immigration; poverty & community resources; bullying; mental health & trauma; civic engagement & citizenship; work place conflict resolution; resume writing and using the education award. Member professional growth is an important PASS objective. To that end, PASS offers Professional Development Tracks that provide a "learning by doing" experience in Youth Work Skills, Not-for-Profit Management, and Community Mobilization (CM). PASS members engage in local service efforts throughout their term

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including two events planned by the CM Track. Members are available to assist with regional disasters for 3-5 day deployments led by a current PASS supervisor who is an NCCC alumnus. Members participate in a national service trip to help rebuild New Orleans. As a service-learning event members research, present and reflect on their experience--the trip is described as "life changing." Members consistently indicate on Serve WI exit surveys that PASS impacts their level of civic engagement, basic work skills, level of confidence, and career preparedness. Prohibited Activities are covered during orientation, then reviewed monthly and during relevant times (elections). Host sites agree to follow all AC rules related to Prohibited Activities for volunteers and members. Rules are reviewed during site visits and supervisor orientation before the term starts. Although host sites are not-for-profits and prohibited from political activity, adult volunteers generated by PASS are advised of Prohibited Activities during volunteer recruitment and orientation at the site.

D. MEMBER SUPERVISION: PASS is committed to members having the support and guidance needed to have a fulfilling AmeriCorps experience. Each member is assigned a host site supervisor to advise, teach and support members throughout the term. Supervisors are experienced youth workers trained in AmeriCorps rules and Prohibited Activities; member expectations; PASS policies and protocols; and outcomes and fidelity measures. Supervisors are thoroughly oriented to PASS at time of hire and meet annually to review outcomes and updates for the new term. PASS provides the resources and infrastructure needed for supervisors to focus on member support. In September, supervisors orient members to their site responsibilities, the community and partner school. By October 1, members complete a Service Plan outlining their schedule, responsibilities and professional growth goals. Service Plans are the "road map" for the member's term. Supervisors meet with members weekly to ensure they receive adequate support and guidance. The PASS director is available and responds to member questions/concerns within 24 hours. Site visits occur twice a year to exchange feedback, recognize accomplishments and ensure members are on track to meet personal and program goals. In the Serve WI survey, 91% of members felt the coaching and feedback received from their supervision was "effective." Members consistently identify relationships with fellow AmeriCorps members to be a powerful source of support, affirming that PASS orientation, weekly meetings and team-building efforts positively impact member satisfaction.

E. COMMITMENT TO AMERICORPS IDENTIFICATION: Being a national service program is an honor. During recruitment calls, applicants are greeted with "Thank you for considering a year of national service with AmeriCorps!" AmeriCorps banners, videos, stickers and pins greet members on the first day of orientation. After a welcome, members put on their pins and are asked to wear it with

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pride whenever logging hours. Members soon receive AmeriCorps gear including three shirts, a hat, a lanyard and water bottle. PASS members LOVE wearing their gear. Host sites understand that members identify as AmeriCorps first, PASS second and the organization third. Sites keep AmeriCorps logo lanyards in supply and include the logo on site specific clothing for members. Community education occurs by displaying AmeriCorps posters at every host site; posting the logo on letterhead and web home pages; referencing AmeriCorps in publications; posting member photos on social networking pages; and introducing students to national service. In addition to understanding the community need, their role, program objectives and quarterly outcomes, PASS members are given CNCS and Serve WI materials on national service, access to the CNCS Learning Center for videos and PSAs, and a summary of national service, state priorities and PASS accomplishments to ensure they can speak about their experience in an informed manner.

### **Organizational Capability**

A. ORGANIZATIONAL BACKGROUND AND STAFFING: The PASS director is employed by Dane County Human Services (DCHS) under the Division of Children, Youth and Families. The current Director has 26 years of management experience, directing PASS since 2006, and is responsible for grant oversight and reporting; member support and training; and host site technical support, coordination and compliance. Seventy-percent of this position is budgeted to PASS with additional time available as needed. Time sheets are kept to ensure compliance. The CYF Division Administrator will fulfill or assign grant oversight responsibilities in the absence of the PASS Director. DCHS dedicates accounting staff to oversee fiscal management and reporting, legal counsel, payroll, clerical and tech support. Dane County has administered the PASS AmeriCorps grant since 2006, meeting all program and fiscal management requirements as supported by annual Serve WI Commission monitoring visits. DCHS infrastructure to manage AmeriCorps grants is established, operational and tested. Dane County manages numerous other federal grants that require a high level of program administration and fiscal oversight including Medical Assistance Waiver programs, state incentive grants for alcohol prevention and a federal block grant designed to create affordable housing for low-income households. Housing and Urban Development concluded that "Dane County has good program oversight and management of this large and complicated grant." PASS host site directors dedicate time and resources to ensure site compliance with grant rules and that program goals are met. PASS maintains a positive relationship with Madison schools as reflected in the letter of support from Superintendent Cheatham. The site director with Madison schools serves as a liaison to principals, teachers, learning coordinators, data systems and school administration. Twenty-five

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trained site supervisors support the daily activities of PASS members. Host sites have a long history and presence in their communities resulting in a thorough understanding of community needs, high levels of in-kind support, strong school relationships and committed volunteers. As an established initiative, the PASS public-private partnership has the policies, infrastructure, funding, staffing and relationships in place to continue providing high quality service to students in Dane County through AmeriCorps.

B. COMPLIANCE & ACCOUNTABILITY: Procedures are in place to monitor members, host site and self-compliance. Administratively, PASS is subject to the full extent of county government rules and monitoring systems including fiscal, contract and reporting compliance. PASS uses a Memorandum of Understanding between DCHS and partner agencies to delineate roles and responsibilities for all parties including steps to be taken if either party is out of compliance. The MOU covers AmeriCorps provisions including Prohibited Activities, fundraising, non-displacement, Drug-Free Workplace, harassment protection and grievance procedures. The MOU provides decision-making guidelines on essential PASS activities including program outcome, budget allocation and site compliance. The PASS and site directors convene monthly to review program status, address system issues, monitor performance, and revise policy or procedures. DCHS regularly monitors site compliance related to member activity; payment of fiscal match; and site expectations outlined in the MOU. As indicated above, host sites and members receive extensive training on AmeriCorps rules and Prohibited Activities. Twice a year, the PASS director visits host sites to conduct a visual review of site compliance, monitor member and program goals and address issues of concern. Site supervisors receive regular reminders, updates and notices of member activities, rules and expectations. Issues of compliance detected through any of the above are addressed directly and swiftly to ensure program integrity. Compliance issues are typically minor and resolved with written notice. PASS maintains a Peer Review committee charged with addressing major issues of non-compliance and is prepared to remove a site from the program if necessary.

C. PAST PERFORMANCE: PASS exceeded target output measures in Tutoring and After School programming in each of the past three years. Transitioning to the national outcome measures this grant cycle resulted in changes in PM outcomes. In 2010-11, the tutoring outcome was grade promotion and gains in GPA. PASS met both outcomes with 97% of tutees being promoted and 81% of students making GPA gains. The after school outcome from 2010-12 was school attendance rate. PASS met the target outcome both years with 82% of students served attending school at their district target attendance rate of 94% in 2010-11 and 86% attending at or above the No Child Left Behind rate

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of 90% in 2011-12. In 2011-12, PASS aligned its Tutoring outcome to national outcome measure ED5 adopting the Qualitative Reading Inventory as the pre/post test to measure reading gains. PASS did not meet the target Tutoring outcome the first year. Although 82% of students tutored made some reading gains, only 62% made the target gain. In response, PASS made significant changes to the training process both in content and instructor by retaining the training services of a K-8 reading specialist with 20 years of teaching experience. PASS revised the tutee selection rubric and protocols to monitor tutoring activities during the year more effectively. In 2012-13, PASS met its Tutoring outcome with 133 students demonstrating target gains and 176 students demonstrating some level of gain (91%). In 2012-13, PASS aligned its after school outcome to national measure ED27 adopting the Student Engagement Survey (SES) as its pre/post measure of student school engagement. PASS did not meet its target outcome and found its systems to collect pre/post surveys inadequate. PASS consulted with an expert in survey administration and convened a work group of directors and returning members to review feedback and recommend corrective actions resulting in a complete redesign of the SES administration protocol creating universal steps, dates and procedures to be followed by all host sites. The survey document is now administered on-line with results downloaded immediately, allowing sites to track completion rates in real time. The on-line system appeals to students who no longer see the survey as a "test." The goal is 100% pre-survey completion and 90% post (given attrition). PASS added a September training for supervisors and members on school engagement, administering and tracking the SES, and delivering ELP to impact student school engagement. In addition to data collection challenges, PASS set a very ambitious outcome target at 80% change pre-to-post SES given the natural dip in student engagement in secondary grades and the challenges for students in poverty as cited above. PASS is currently proposing a more realistic, yet still significant target for student change at 60% in this proposal. PASS is confident that the programming, protocol and training enhancements will result in better data collection and outcomes for youth. Though not a PM, PASS generated over 7,000 volunteers during the past grant cycle, further expanding capacity and promoting youth civic engagement. PASS did not experience compliance issues the last full year. Three sites chose to leave PASS due to site fiscal reasons and their mission no longer aligning with the focus on educational outcomes. Two new sites began this term, one located in an outlying area and the other in one of Madison's most volatile, high-need neighborhoods. A Madison high school serving a large Latino student population was added as the third new host site. The new sites are fiscally sound, align with PASS goals and serve the target population. Fidelity issues with administering the SES were addressed above. Otherwise, PASS experienced a high level of host

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site and member compliance last year due to accountability and continuing improvement efforts.

ENROLLMENT: PASS had 100% enrollment each year of the grant. PASS did not refill slots.

RETENTION: The 2012-13 retention rate was 94%. Two members exited for cause. One member took a job, successfully completing duties before exiting and is eligible to serve again. The other person was dismissed for violating the Member Agreement and is no longer eligible to serve. Both situations were thoroughly reviewed by the partnership with adjustments made to PASS recruitment protocols to emphasize the year-long commitment and to advise applicants not to enroll if seeking other employment. In response to the other exit, additional emphasis was placed on boundary and ethics information already covered in orientation. PASS provided supervisors with guidance to monitor member activities including use of social media and preventing isolation. The retention rate was 100% the three years prior to last term. PASS invests in member retention by creating a supportive environment, holding weekly meetings, providing quality supervision and training, meaningful work and a national service trip experience.

D. CONTINUOUS IMPROVEMENT is a priority. PASS seeks member feedback on: 1) Recruitment, orientation and foundational training events via on-line survey in October; 2) Their host site experience via written form prior to PASS director site visits; 3) Program operations, level of support, training quality, Tracks, ELP and Tutoring activities via structured group activity in June; 4) Program quality and civic engagement via the Serve WI on-line survey in May. Member and host site feedback is fully vetted and leads to substantial changes in program and host site operations each year. School partners provide feedback at planning meetings in September and debrief meetings in June. Feedback is used to improve tutoring, ELP and strengthen collaboration. Host sites are responsible for gathering and integrating community, parent, volunteer and youth feedback to inform volunteer generation and ELP activities.

### **Cost Effectiveness and Budget Adequacy**

A. COST EFFECTIVENESS: PASS requests 35 fulltime members with a cost per MSY of \$10,390. PASS will allocate 100% of MSY to the Education Focus area. The cost per MSY is well below the maximum allowed, is lower than the previous grant cycle, maintains the current level of service, and supports a one-time cost to purchase the 2nd Step curriculum. Based on 2012-13 total outputs, PASS served 2,425 students with a cost per student served of \$296.42 (using grant, match and administrative costs as the denominator.) Compared to similar local programs, PASS is very cost effective. Scholars Academy is a local program run by a national organization affiliate in Madison. It provides tutoring and enrichment services in an after school setting to middle school youth, but has a

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self-reported per student cost of \$2500. Juventud is a DCHS contracted program that provides enrichment and tutoring to Latino middle school youth with a per student cost of \$459. The immediate benefit of PASS is reflected in tutee reading gains and school attendance outcomes. If even one student graduates, the long-term economic benefit in added tax contributions and public health, criminal justice, and welfare savings are an estimated \$209,000 over that student's life time (Princiotta 2009). Multiplied by actual student impact, the economic benefits are enormous. In terms of social capital, PASS engages hundreds of students in volunteer service building the next generation of responsible citizens and community leaders.

B. BUDGET ADEQUACY: PASS partners have committed \$292,592 in matching funds for each year of the grant. Partners pay an equal amount for each member that they host. Federal funds are not used to match CNCS grant dollars. DCHS provides \$63,807 of administrative, accounting, payroll and legal in-kind project support. PASS is largely supported through host site in-kind contributions in the form of supplies, supervisor time, site supervisor background checks, training, administrative time, printing, text book donations and weekly training space. Host site in-kind contributions are estimated to be \$203,672. School districts support PASS by providing tutoring space and staff support. The Madison school district provides staff support in accessing student data for PASS outcome reporting and program evaluation purposes. Local professionals donate their time and expertise to train members. Private support for PASS includes the United Way of Dane County, community foundations, local businesses and private donors who contribute both cash and in-kind support and materials. PASS anticipates leveraging \$50,000 in private funds each year of the grant. In addition to the volume of in-kind resources, PASS generates over 15,000 annual hours of volunteer time focused on improving youth outcomes. At an hourly volunteer rate of \$22 (Independent Sector), this is equivalent to \$330,000 in student support time. Essential program activities are supported by line items in the PASS budget including gear, tutoring materials and background checks for members and the PASS program director who is the only grant funded staff. AmeriCorps member support and community impact are prioritized. The proposed budget is based on eight years of experience delivering AmeriCorps programs that meet stated outcomes and deliver a fulfilling member experience within budget.

### Evaluation Summary or Plan

Sent

### Amendment Justification

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N/A

### Clarification Summary

#### A. Budget Clarification

Clarification response to member and staff travel rate: The mileage rate of \$.565 was an error. The mileage reimbursement rate for staff and member travel is the federal maximum of \$.56.

Changes have been made in the Budget, Budget Narrative, Executive Summary and Budget Adequacy sections to reflect the grant (\$363,647), cash match (\$292,592) and administrative in-kind match (\$63,807) changes.

#### B. Programmatic Clarifications

1. Describe the criteria the program will use to select and qualify tutors and certify that the selected members will meet AmeriCorps tutoring requirements in 45 CFR Sec. 2522.910.

Clarification response: PASS tutoring selection will meet AmeriCorps tutoring requirements. PASS members who tutor have a high school diploma or higher. This is determined during recruitment. Priority recruitment status is given to applicants with experience in tutoring, educational studies or teaching. Members will successfully complete pre-service specialized training in PASS literacy tutoring before they begin tutoring.

2. Describe how the program will address the following tutoring requirements as per 45 CFR Sec. 2522.940:

a. Certify that the program's pre-service and in-service tutoring training content is high quality and research based, consistent with the instructional program of the local education agency and with State academic content standards.

b. Describe how the program plans to provide specialized, high quality and research based member pre-service and in-service training consistent with the activities the member will perform.

Clarification response: PASS tutoring training will meet AmeriCorps tutoring requirements and is consistent with member tutoring activities. PASS tutors participate in two, six-hour training events to

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prepare them for tutoring middle and high school students in literacy. Both trainings are developed and facilitated by Joan Eggert, 6-12 Reading Coordinator with the McFarland school district who has over twenty years of classroom and reading instruction experience. Ms. Eggert ensures that PASS training aligns with classroom instruction and state academic standards including the Common Core. The trainings incorporate the educational principles based on the research of Barbara Wasik, Bloom's Taxonomy and Pearson & Gallagher's gradual release of responsibility. Every component of PASS literacy tutor training is consistent and relevant to the literacy tutoring members will perform.

In September, PASS members participate in the first of two literacy tutoring training sessions. The initial six hours training covers the need for literacy tutoring to address the student achievement gap in Dane county, teaches members the core components of reading (decoding, word recognition, vocabulary, fluency and comprehension) and prepares members to administer and score the Qualitative Reading Inventory (QRI) which is the PASS pre/post outcome tool. Members each receive a QRI manual and step-by-step guidance in administering the tool including small group role-plays lead by 2nd term members familiar with the tool. Ms. Eggert circulates the room to provide consultation. Members are instructed to hold two QRI practice sessions after the training event to continue honing their skills in using the tool. Members complete a survey after this training session regarding their understanding of reading concepts and their sense of competency and comfort in administering the QRI. The results of this survey dictate the level of review needed in the second literacy training session. The past two years, members have indicated a high level of understanding and comfort following the initial training session.

In October, PASS members participate in the second, six-hour tutor training session. Members learn how to engage students in tutoring and how to prepare and deliver effective tutoring sessions using teacher input and QRI results to target the unique reading needs of each student. They learn and practice specific strategies to improve student vocabulary, fluency and reading comprehension skills. These strategies are the same strategies used by reading teachers. School personnel frequently recognize and comment on the level of preparedness of PASS tutors. Members learn how to track and document tutor sessions to ensure model fidelity.

Members are assigned tutees after the training is complete. A two-hour follow-up training session is held in January with regular supervision and consultation support available.

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c. Please describe how the program will provide appropriate member supervision by individuals with expertise in tutoring.

Clarification response: PASS ensures appropriate student supervision on many levels including:

a) Madison schools employ tutor coordinators who oversee member tutoring activities. Most of these individuals are also PASS site supervisors for members in school settings. Tutor coordinators provide supervision to members and link PASS tutors to other school personnel with reading responsibilities including Read 180 teachers, reading coordinators, literacy coaches and librarians. Members in rural communities work closely with reading coordinators in schools.

b) Throughout the school year, PASS tutors have access to a virtual library of reading resources and strategies to use in planning targeted and intentional tutoring strategies.

c) Ms. Eggert is available for consultation during the year to address QRI and tutoring strategy questions.

3. Provide an explanation how the proposed PASS Director staffing level of 70% is sufficient for managing the program, to include how the one staff will monitor, supervise and train site supervisors across site locations and ensure members receive support and oversight.

Clarification response: The PASS program is directed by the Prevention Services Manager within the Dane County Department of Human Services (DCDHS). Directing PASS is the priority, but not the only function for this position. Given the management experience of the current director and the structure of PASS, the administration and oversight responsibilities for PASS can be achieved with 70% of the available position time. During times of peak PASS activity (recruitment, new member orientation, site visits, supervisor training) or as needed to support members or host sites, 100% of the Prevention Services Manager's time is available to PASS.

PASS is a multi-site program that requires partner agencies who host members to have a director and supervisor dedicated to support PASS members. Thirteen agencies host PASS members at twenty-five sites. Each agency has a director responsible for PASS administrative oversight at their organization as

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outlined in an extensive MOU between partner agencies and DCDHS. Every host site run by partner agencies has an on-site supervisor dedicated to support PASS members.

The grant funded PASS Director manages and monitors PASS sites and supervisors by:

- a) Holding monthly meetings with agency directors to address administrative needs including changes in AmeriCorps rules, status of performance measures, policy and protocol development, program evaluation, host site compliance, etc.
- b) Holding an intensive training session for new supervisors at the beginning of the term and when there is turnover. The training covers AmeriCorps values, rules, and prohibited activities; PASS outcomes, protocols, policies and guidelines on effectively supervising AmeriCorps members; responsibilities and protocols for approving hours, reviewing member performance and addressing concerns/issues. Each supervisor receives a policy manual.
- c) Holding an all supervisor session at the beginning of the term to review performance from the previous term and to review changes for the coming year.
- d) Requiring supervisors to complete a Service Plan with each member by October 1 and to hold weekly supervisory meetings with members throughout the term.
- e) Holding twice a year site visits to ensure sites are supporting members, following protocols, and members are providing the required grant activities at a high level of fidelity.
- f) Developing policies and protocols to ensure consistent site execution of PASS activities including recruitment, approving hours, member support (a supervisory check-list has been developed), performance measures and addressing member issues.
- g) Developing or using on-line tracking systems for member and site activities to allow for real time compliance checks from the office. Currently in use are tracking systems for ED27 pre/post surveys and member hours.
- h) Using regular e-mail communication with supervisors, members and directors.
- i) Facilitating weekly all member professional development session to maintain regular contact with members throughout the term.
- j) Responding to member contacts within 24 hours or less.

Members consistently respond to PASS and Serve WI surveys on program experience that they feel supported by their site supervisors and by the PASS Director.

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4. Provide further explanation for how the program will coordinate with schools to ensure alignment of ELP activities with school learning and behavioral objectives.

Clarification response: A work group of PASS directors identified and recommended research supported strategies to be adopted by all PASS host sites to impact outcome of enhanced school engagement. The recommendations were adopted by the PASS partners in June 2013. The directors used the Afterschool In Action: How Innovative Afterschool Programs Address Critical Issues Facing Middle School Youth, MetLife Foundation, March 2012 article on "Aligning After School with the School Day" to formulate the PASS After School Alignment Protocol. The protocol outlines strategies for coordination with schools including:

a) Host sites establish and maintain a school connection with the school principal or other person with decision making authority in the building. PASS host sites have well established relationships with schools given they have served their communities for years.

b) Principals know their goals when the school year starts. In September, host site supervisors and members will meet with the school principal or designee to ask about school learning and behavior goals for the year and how PASS ELP can reinforce these efforts in after school/youth development programming. PASS provided talking points for host sites to reference during these meetings. In the 2014-2015 term, this discussion will include PASS integrating the 2nd Step social-emotional learning curriculum into ELP.

c) Host site supervisors and members then work to integrate school input into after school planning at each host site. Examples of alignment include using the same behavioral language in ELP as students hear in school (that behavior is above or below the line of what's acceptable); having school text books available for homework club; coordinating with teachers if members notice students struggling on a certain instructional topic in homework clubs; emphasizing universal learning skills in homework club such as timeliness and accuracy of homework completion; members providing classroom support during the school day (that does not take away from tutoring time) to hear and see first hand what is being learned in the classroom, to name a few.

d) During October, members will participate in a training on developing youth clubs & programs that

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integrate soft learning skills (critical thinking, teamwork, problem-solving, etc.), instructional learning (math, reading, measurements, etc.) school priorities, developmental assets and common core standards. The training is facilitated by Eric Hartwig, PASS host site supervisor. At this training, members will use actual school input in developing a club or program for their host site. Each member will leave the training with one solid club outline to: A) Take back to the host site for implementation, and; B) Share with other members & sites. PASS will develop 35 club outlines for the term.

In addition to the Alignment Protocol that host sites and members are required to follow, members participate in three training events dedicated to school engagement and administering the School Engagement Survey with consistency and fidelity. The desired outcome is for members to understand that school attendance and engagement is critical to school academic success; to be intentional in their interactions with students to encourage school engagement; to understand that social-emotional skills learned in ELP help students succeed in school; and to develop clubs and programs with an eye toward the ultimate goal of student success in school.

5. The applicant proposes that members will be available to assist with regional disasters for 3-5 day deployments. Please provide the following information:

a) Please describe how members will be trained in the event that they are deployed for disaster response service?

Clarification response: PASS has historically availed its members to local or regional (2-3 hour drive) disaster assistance to be a resource to the State of Wisconsin in times of need. Members have never been called to respond. The intention is to provide localities with hands on labor at the direction of project directors for Red Cross, FEMA, local officials, etc. and not for PASS members to be directing or organizing relief efforts. Natural disasters most likely to impact Wisconsin include river flooding and tornadoes. We might anticipate members helping to fill sand bags or pick up debris. As such, we do not intend to invest administrative time or monies in training members in disaster response given their anticipated role and the likelihood of need.

b) Please describe how members will be supervised if deployed to participate in disaster response service and how the program will ensure that members are not engaged in prohibited activities.

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Clarification response: Hope Saadaoui, PASS supervisor and NCCC alumni is the person designated to lead members on any local or regional disaster relief responses. Ms. Saadaoui is well versed in prohibited activities and will ensure members are engaged in addressing the needs on the ground and not engaging in prohibited or superfluous activities.

c) How will the program mitigate the potential negative effect on the communities in the event that they are deployed for disaster response service?

Clarification response: The effects on the communities are mitigated overall by the limited time members are available for deployment at 3 -- 5 days. Host sites agreed that other site staff could provide short-term ELP coverage in the absence of members, but not long term. If possible, members will schedule extra tutoring sessions before or after the short deployment reducing the impact on student learning. A determination of member availability would be made by the PASS director and host sites depending on the time of year as there are certain times members will not be available due to orientation, training in performance measures, reporting, gathering pre/post outcome or summer program training. Finally, some members may choose to remain at their host site also mitigating impact for those who chose to participate in disaster relief.

d) Please confirm how the costs of the deployment would be covered.

Clarification response: Given members have never been deployed and events will be within driving distance, we do not include a budget line for deployment. PASS would use the member travel line to support driving costs. PASS has had a budget surplus in its health insurance line due to a drop in the members using the Corps Network. Available surplus would be used to cover lodging costs if needed. If there is no available surplus and/or the distance and expense is beyond what PASS can support, members would not be deployed.

e) Please provide confirmation that member liability insurance will cover member activity while on disaster deployments.

Clarification response: According the DCDHS Risk Manager, Dan Lowndes (Desk: 608-266-4134) "All AmeriCorps activity is covered by our liability insurance" including disaster relief.

PASS recognizes participation in disaster relief is an add-on to be a resource to the State. The priority

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of PASS is educational outcomes and disaster relief opportunities will not compromise our overall goals.

6. The program proposes an out-of-state service trip for members (outside the scope of the program design) to New Orleans. Please explain how the proposed out-of-state service trip for members would be considered reasonable and necessary expenses for the program.

Clarification response on 4-8-14: Member professional development and member engagement in service activities are important secondary PASS objectives as discussed in the body of the grant. Members are required by Serve Wisconsin to engage in community service projects throughout the term on national service days including 9/11, MLK Day, or Global Youth Service Day. In addition to required national service days, members volunteer within their communities during non-programming hours (weekends, evenings, and holidays.) Member service is an important component to developing a lifetime of civic engagement.

The national service trip to New Orleans is considered a member service activity that takes place during school spring break to not interfere with other program activities. Prior to the trip, members work in groups to research and present information about the culture, geography, history and hurricane responses impacting the city--a modified service learning experience. The pre-trip learning experience promotes member professional development. Members also sign an agreement prior to departure that they will not participate in any prohibited activities and that they will wear AmeriCorps gear every day. Through service activities organized by our host, United Saints, members receive an eye-opening civics lesson about the long-term social and human impact of natural disasters. They provide over 800 hours of service to the country rebuilding the community while learning trades skills they will put to use in their own communities. Members consistently reflect that this experience has a profound impact on their commitment to civic engagement and volunteerism.

Members carry this experience forward in their direct service with youth. After NOLA, when sitting with a 12 year-old who is struggling to comprehend a reading passage or can't sit still to learn vocabulary or focus on school because his or her family is living in a car, members remember Miss Delores saying "thank you--this changed my life," and the people of New Orleans saying, "thank you for not forgetting us, for helping." They recognize this 12-year old may be grateful, but is not aware

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enough to express it. The result--members serve with an even deeper understanding of life challenges that interfere with learning, more patience and twice the commitment to ensure students learn to read so they can move out of poverty. Members share their NOLA experiences with youth in ELP programs to ignite student interest in service, raise awareness about national need and demonstrate the practical application of math and literacy used during the trip to support program academic goals. Overall, this experience enhances the depth and quality of service members bring to their work with youth.

Perhaps this same experience could be captured locally, but it would be much more disruptive to programming as natural disasters do not regularly or predictably occur in Wisconsin (gratefully.) The need in New Orleans remains consistently high, the resources are fewer and the service infrastructure is in place to maximize PASS member efforts and experience. Serving away from home provides an opportunity for members to rely on each other and bond as a team. Finally, there is something about serving in a location years after the disaster, forgotten by many yet still in disrepair that is uniquely transformative and educational.

For these reasons, we believe the NOLA trip expenses are necessary and allowable.

7. According to CNCS evaluation requirements, the program was required to submit an evaluation report together with the application. Please submit the program's evaluation report via email or provide explanation why the program will not be able to do so.

Clarification response on 4/8/14: PASS completed an evaluation on PASS alumni civic engagement for its first competitive cycle from 2006- 2009. This report was previously submitted and will be submitted again by our state program officer. A internal evaluation report on the impact of PASS Tutoring Activities from 2009 -- 2013 will be submitted through the State. PASS submitted a plan outlining its next phase of evaluation which is to complete a rigorous controlled study of the impact of tutoring and ELP activities by an external evaluator.

8. Grant Start Date and Member Enrollment Period:

Clarification response: The requested grant start date is 9/1/14. This is the date in the Application Information section of the grant.

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### C. Performance Measure Clarification

For performance measure ED27, define how much improvement is required for a student to be considered to have "improved" academic engagement, and clarify whether the improvement will be required for all three SES subscales, two of the three subscales, or one of the three subscales.

Clarification response: "Improved" is defined as a change in three points pre to post test. Improvement can be across any of the scales. This change has been made in the Performance Measure section.

2. The program must adjust its ED2 target to 1400. Please adjust this target accordingly directly within the performance measure screens.

Clarification response: This change has been made in the PM section.

### D. Strategic Engagement Slots Clarification

1. What percentage of slots will be targeted to recruiting members with disabilities? What is the program's plan, if any, for outreach and recruitment of members of the disability community?

Clarification response: PASS does not limit the number of slots available for members with disabilities. PASS posts recruitment announcements with The ARC--Wisconsin Disability Association, the Aging & Disability Resource Center of Dane County and University and college student disability centers with the hope of recruiting a diverse group of potential members. PASS attended the Serve Wisconsin Disability Training in December 2013 presented by Paula Sotnik, National Service Inclusion Project, receiving and passing on information to host site directors to enhance PASS inclusion efforts.

2. In order to increase the number of individuals with disabilities serving as AmeriCorps members, CNCS is offering applicants the opportunity to request additional MSYs to be filled by AmeriCorps members with disabilities.

Clarification response: PASS will not be requesting additional MSYs.

### E. No-Cost MSY Clarification

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Clarification response: PASS will not be requesting No-Cost MSYs

### F. Healthcare Clarification

1. Provide the name of the health insurance provider the program is proposing to use to insure the AmeriCorps members.

Clarification response: This is yet to be determined. PASS has been actively researching and considering health insurance options since it was announced that Summit insurance is not MEC compliant and since the national FAQ with guidance was released in early March.

At this time, PASS is exploring the administrative procedures required to use the Health Insurance Marketplace for member health insurance and reimbursing members for premium payments per the FAQ guidance released by the Corporation. To date, several meetings have taken place between Dane County payroll and accounting staff and PASS. At this point, the administrative requirements seem doable. Dane County may select the second lowest Silver Plan in this area--currently a Unity plan with a premium rate of \$59/month.

The significant, unanswered questions about using the Marketplace with is the timing as our program start date (9/1/14) and the next ACA open enrollment period (11/14). We've gotten conflicting opinions on whether member enrollment in AmeriCorps is considered a qualifying event--new employment and AC enrollment are not defined as qualifying events per healthcare.gov. Our concern is that some members will qualify, but others will not and will need to wait until November to get health care or find an interim plan. We may purchase two months from Summit in the interim.

PASS has been in consultation with Public Health Madison & Dane County, the entity in charge of ACA enrollment, about the option of Badgercare Plus for members--a state Medicaid option. I have a meeting set up with Public Health to learn more.

Bottom line is that we are still getting answers, considering options and vetting protocols. Decisions will be made in time to set up protocols well before the September 1 enrollment.

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2. How did the program select the provider?

Response: PASS has historically used the Corps Network through Summit Insurance and may consider this an option IF they can offer a MEC compliant plan. They are promising to do so, but as of the last webinar, have not finalized a product or premium rate. If Summit cannot offer a compliant plan or the premium cost is prohibitive, PASS will use the Marketplace.

3. Does the proposed budget for member healthcare provide for Minimum Essential Coverage (MEC) coverage, as defined by the Affordable Care Act (ACA), for your full-time members?

Response: PASS has seen a significant drop in member use of the Corps Network Plan since the ACA option of staying on parent coverage. We have carried a large surplus in this budget line as a result. We believe that our proposed budget will be adequate to cover premium reimbursement from the Marketplace if we select a Marketplan or if we use Summit, even if their premium increases. We also anticipate more members entering PASS with ACA coverage in place in the upcoming term.

4. If not, what adjustment to the budget is necessary in order to provide Minimum Essential Coverage (MEC)?

Response: We do not feel a budget adjust is necessary at this time.

5. If the program does not have enough information to answer question (4), please explain why not and/or what prevented the program from being able to obtain the necessary information.

Response: See #1 and #2 above.

### Continuation Changes

N/A

### Grant Characteristics