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Executive Summary

The MATCH School Foundation, Inc. proposes to have 186 AmeriCorps members who will tutor students in grades K-12 in high-poverty public schools in Boston, Massachusetts; New Orleans, Louisiana; and San Jose, California. At the end of the first program year, the AmeriCorps members will be responsible for improving student performance in math and literacy and for achieving target post-secondary entrance rates among high school seniors.

The program will address the CNCS focus area of education, specifically improving educational outcomes for economically disadvantaged children and supporting economically disadvantaged students in preparing for success in post-secondary educational institutions. This is an application for the AmeriCorps Partnership Challenge, so no funding is requested from CNCS.

Rationale and Approach/Program Design

B(1) - Problem/Need: Throughout the United States, economically disadvantaged students struggle academically. At age five, 52% of low-income children do not demonstrate readiness for kindergarten (Brookings Institute, 2012). By fourth grade, 82% of low-income students have failed to achieve proficiency in literacy according to the National Assessment of Educational Progress (Annie E. Casey, 2013). High school graduation rates remain between 50 and 70 percent in large cities with concentrations of low-income students (GradNation, 2014). By age 25, only 10 percent of individuals from low-income families have earned a Bachelor's degree (Bailey & Dynarski, 2011).

The sites where AmeriCorps tutors will serve are all high-poverty schools in cities where low-income students are overwhelmingly failing to achieve.

*Boston need: In Boston, 30% of third grade low-income students demonstrate proficiency in literacy, and 48% of such students demonstrate proficiency in math according to MCAS, the state standardized test. In eighth grade, 59% of low-income students are proficient in literacy, and 33% of low-income students are proficient in math. Among low-income students, the 4-year high school graduation rate is 65%. Of these high school graduates, 50% enroll in a 4-year college.

*Boston sites: 170 tutors will serve students at three campuses of Match Charter Public School (Match Community Day, Match Middle School, and Match High School). Collectively, these campuses will serve 1,055 students. 81% of students at Match receive free or reduced-price lunch, and 90% are black or Hispanic. The 911 students in grades 1-12 will participate in the program.

*New Orleans need: According to the Louisiana Department of Education's 2014 rankings, the New

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Orleans Recovery District currently ranks at the 17th percentile of Louisiana districts in terms of student performance. According to the state rating system, 64% of students in New Orleans currently attend a school rated C or below. In the Recovery School District, the high school graduation rate is 68%, and 56% of graduates enroll in college (Cowen Institute, 2014).

*New Orleans sites: 10 tutors will serve at ARISE Academy and at Mildred Osborne Charter School, both managed by ARISE Schools. In 2015-2016, the schools will collectively serve 966 students in grades K-8. 99.9% of students are eligible for free lunch, and 98% are black. 120 students will participate in the program; these students will be selected based on academic need.

*San Jose need: The San Jose Unified School District ranks 131 of 149 districts in California in terms of performance of low-income students. The district ranks 125 of 149 in terms of performance of students of color (District Report Cards, The Education Trust-West, 2013). Approximately 2,300 middle and high school students drop out each year (Santa Clara County Office of Education).

*San Jose sites: Six AmeriCorps tutors will serve at two sites managed by Summit Public Schools (Summit High School -- Rainier and Summit High School -- Tahoma). Collectively, these schools educate 800 students in grades 9-12. 48% are low-income and 65% are black or Hispanic. 108 students will participate in the program; they will be low-income students and will be selected based on academic need. Most participating students will have diagnosed disabilities.

B(2) -- Theory of Change and Logic Model: Over the past decade, Match Charter Public School has developed a model of high-dosage, school-based tutoring that has received national recognition for its impact on low-income students. Specifically, this tutoring model has been proven to yield improved performance in math and literacy, improved high school graduation rates, and improved college completion rates.

**Inputs: 186 AmeriCorps Members will participate in delivering the Match tutoring model.

AmeriCorps Members will serve for a period of 11 months (August-June). They will tutor students in schools for the full duration of the academic year. They will engage in intensive training prior to the start of the school year and throughout the year.

The AmeriCorps Members will be embedded within schools at three sites in Boston, two sites in New Orleans, and two sites in San Jose. Collectively, these tutors will have an impact on 1,139 students. The vast majority of the students who will receive tutoring will be low-income and/or have special needs.

**Core activities: AmeriCorps Members will provide daily, highly structured tutoring to small groups of students. The curriculum used by tutors is based on a number of research-based, externally

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validated sources including, but not limited to, Reading Mastery, Accelerated Reader, Wilson Reading, Accelerated Math, Reflex Math, and E.D. Hirsch's Core Knowledge series. The specific curriculum varies based upon grade level, state standards, and school scopes and sequences. AmeriCorps Members will also form strong relationships with families through weekly contact and will leverage these relationships to boost student achievement.

The program's effectiveness results from the following key components:

(1) High-dosage: Each student participant receives small group tutoring for two hours per day throughout the school year. (2) Full integration into the school: Tutors are full members of the school team. They collaborate every day with teachers and school leaders. Tutoring occurs seamlessly throughout the school day within the school building. (3) High level of structure: Every tutorial session is based on a detailed lesson plan created by experienced educators. Each session begins with a "Do Now," includes guided and independent practice, and ends with an assessment. School leadership supports tutors in establishing and upholding rigorous behavioral expectations such that students are focused and engaged throughout the tutorial period. (4) Feedback-driven: Weekly, tutors receive specific coaching regarding how they can improve their practice. This guidance includes how to explain specific concepts, how to respond when a student offers an incorrect answer, and what words to use to motivate students to persist when they are struggling. (5) Relationship-based: During the course of the year, an AmeriCorps Member tutors a consistent group of students, and strong working relationships evolve. Tutors, all of whom have completed college, serve as powerful role models for students. On a weekly basis, AmeriCorps Members will communicate with the parents or guardians of the students they tutor. Through these conversations, parents or guardians become invested in the education of their children.

**Outcomes: Improved student academic achievement and college entry.

Success will be evaluated according to National Performance Measures. National Performance Measures ED1, ED2, and ED5 will be used.

**ED1 -- 902 students in grades 1-12 who are economically disadvantaged and/or have special/exceptional needs will begin the program at the start of the academic year.

**ED2 -- 812 (90%) of the students who begin the program will complete the program.

**ED5 -- 731 (90%) of the students who complete the program will demonstrate improved performance in math and/or literacy. The standardized pre-and-post assessments described below will be used to assess progress. The growth goals established for each assessment are conservative and

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likely to be exceeded.

*Math: ^Grades 1-12: At the beginning and end of each school year, all students will take the NWEA MAP math assessment. NWEA MAP is a standardized, computer-based assessment that is aligned to Common Core standards. NWEA assessments are administered to more than 8 million students per year. A student's pre-test performance automatically generates an individualized one-year growth goal based on norms derived from a nationally representative sample. Students who achieve their growth goal will be categorized as demonstrating improved performance in math. *Literacy: ^Grade 1-3: Students will participate in the STEP assessment at the beginning and end of the year. The STEP assessment is based on scientifically established milestones in reading development and utilizes a developmentally sequenced set of tasks to determine an individual student's reading level at any given point in time. Students who grow at least three STEP levels during the school year will be categorized as demonstrating improved performance in literacy. ^Grades 4-8: Students will participate in the Fountas & Pinnell assessment at the beginning and end of the year. The Fountas & Pinnell Benchmark Assessment System is a reading assessment that measures decoding, fluency, vocabulary, and comprehension skills. Extensive field research has proven this assessment reliable and valid. Students who grow a year or more according to Fountas & Pinnell grade-level equivalencies will be categorized as demonstrating improved performance in literacy. The Fountas & Pinnell assessment does not measure beyond an eighth grade reading level. Therefore, students who test at the beginning of the year above a seventh grade reading level will be assessed at the start and end of the year using the literacy portion of the NWEA MAP. These students will be required to achieve their individualized MAP growth goals to be categorized as demonstrating improved performance in literacy. Note: At the New Orleans sites, third graders will be assessed using Fountas & Pinnell in place of STEP. ^Grades 9-12: All students will participate in the NWEA MAP literacy assessment at the start and end of the year. Students who achieve their individualized MAP goals will be categorized as demonstrating improved performance in literacy.

B(3)--Evidence Base: The evidence base in support of the proposed tutoring model is extremely strong. Over the past decade, Harvard economists have conducted multiple randomized controlled trials examining the specific tutoring model which was developed by Match and which is being proposed here. These studies have been published in leading peer-reviewed journals of economic research and have found large effect sizes from Match's tutoring model. Among interventions designed to improve achievement among low-income students, Match tutoring has been recognized as one of the single most effective interventions ever studied.

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This section will focus on three studies that demonstrate the impact of the program across three different contexts; the first two demonstrate impact in math, and the third demonstrates impact in literacy.

****Study 1: "The (Surprising) Efficacy of Academic and Behavioral Intervention with Disadvantaged Youth: Results from a Randomized Experiment."** (National Bureau of Economic Research, January 2014)

In 2012, the Urban Education Institution at the University of Chicago retained The MATCH School Foundation, Inc. to build Match-style tutoring programs for at-risk boys in Chicago high schools for the purpose of a Randomized Controlled Trial (RCT). The sample was comprised of 106 male ninth and tenth graders in a public high school in Chicago; 99% were eligible for free or reduced lunch, and 95% were black. Match trained the tutors and consulted in the execution of the tutoring program. Students received one hour of individualized, small group math tutoring per day. Students also received non-academic supports through the "Becoming a Man" ("BAM") program. BAM and Match tutoring were both studied in the RCT, using a two-by-two design. Pre- and post-tests of math performance utilized ACT Inc.'s EXPLORE and PLAN tests.

The authors of the study characterized the results as follows: "participation reduces course failures by about 66% in both math and non-math classes, increases rates of being 'on track' for graduation (and hence expected high school graduation rates) by nearly one-half, and shows large gains in a broad measure of math test scores equal to 0.48 standard deviations in the nationwide test-score distribution, and 0.65 standard deviations using the control group distribution (the way most education studies report results)... the effect measured relative to the nationwide test-score distribution is equal to about 60% of the black-white test score gap in math in the National Assessment of Educational Process (NAEP) among 13 year olds (which equals 0.80 SD)."

The New York Times summarized the study as follows: "Students learned in an eight-month period the equivalent of what the average American high school student learns in math over three years of school, as measured by standardized test scores, over and above what a similar group of students who did not receive the tutoring or counseling did" (New York Times, January 26, 2014).

Based on this research, Mayor Rahm Emanuel increased the number of students receiving tutoring from 50 students in the pilot year to 600 students in 2013-2014 and 1,000 students in 2014-2015.

****Study 2: "Injecting Charter School Best Practices in Traditional Public Schools: Evidence from Field Experiments."** (Quarterly Journal of Economics, May 2014)

In 2010, Dr. Roland Fryer, an economist who was awarded the MacArthur Genius award and now

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serves as Director of the Education Innovation Laboratory at Harvard, retained The MATCH School Foundation, Inc. to replicate its tutoring model within Houston public schools. Dr. Fryer conducted a randomized field experiment evaluating the impact of the program led by The MATCH School Foundation, Inc. The study included 3,507 students across 16 elementary schools. 94% of students were eligible for free or reduced price lunch, 95% were black or Hispanic, and 46% were classified as Limited English Proficient. In this study, fourth, sixth, and ninth graders received math tutoring. In secondary grades in which tutoring was not provided (seventh, eighth, tenth, eleventh, and twelfth), students received other forms of academic intervention including additional class time and individualized, computer-based programming. Math performance was assessed based upon post-treatment performance on the state math exam as compared with pre-treatment performance for the three years prior to the start of the experiment.

The results were as follows: "Students in secondary schools who received tutoring performed significantly better than their nontutored peers in treatment schools. In secondary schools, students who received tutoring had average yearly math gains of 0.608 standard deviations (0.093). Compared to other students in treatment schools, this is a difference of around 0.400 standard deviations. The difference has a p-value of .000. In other words, students who received tutoring in secondary schools outperformed their peers by over 200%."

Dr. Fryer summarizes the impact as follows: "Let us put the magnitude of these estimates in perspective. Jacob and Ludwig (2008), in a survey of programs and policies designed to increase achievement among poor children, report that only three reforms pass a simple cost-benefit analysis: lowering class size, teacher bonuses for teaching in hard-to-staff schools, and early childhood programs. The effect of lowering class size from 24 to 16 students per teacher is approximately 0.22 standard deviations over three years on combined math and reading scores (Krueger 1999). The effect of Teach for America...is 0.15 standard deviations in math and 0.03 standard deviations in reading (Decker, Mayer, and Glazerman 2004). The effect of Head Start is 0.147 standard deviations in applied problems and 0.319 standard deviations in letter identification on the Woodcock-Johnson exam, but the effects on test scores fade in elementary school (Currie and Thomas 1995; Ludwig and Phillips 2008). All these effect sizes are a fraction of the effect of the treatment that includes tutoring."

**Study 3: "How to Make Additional Time Matter: Integrating Individualized Tutorials into an Extended Day" (Harvard Graduate School of Education, April 2013)

In 2013, Dr. Matthew Kraft of the Harvard Graduate School of Education conducted an analysis of the tutoring program that was implemented at Match Charter Public School in the 2004-2005 school

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year. His analysis utilized two complimentary research designs and a quasi-experimental design. In the first design, it compares the achievement of Match students prior to the implementation of tutoring to achievement after the tutoring was implemented and examines whether any change in that achievement can be attributed to tutoring versus other trends in student ability that could be observed at other similar schools with other similar students. In the second design, Dr. Kraft used the lottery admissions process to estimate the effect of attending Match Charter Public School for each cohort in order to generate a causal estimate. The paper then compares the effect of attending Match Charter Public School for students who were in the first cohort that received tutoring as compared to students who were at Match Charter Public School prior to the tutoring program.

The paper found that, "providing students with two hours of daily tutorials that are integrated into the school day and taught by full-time, recent college graduates increased student achievement in English language arts by between 0.15 and 0.25 standard deviations per year. These effects are large in magnitude compared to a wide range of educational interventions targeting student achievement in English language arts, particularly at the high school level." Overall, tutoring seemed to be particularly effective for students at the lower end of the achievement spectrum, based on subgroup analyses.

B(4)--Notice Priority: The proposed AmeriCorps program will address the 2015 AmeriCorps priority area of education. AmeriCorps Members will provide tutoring services in order to contribute to improved education outcomes for economically disadvantaged children and to prepare economically disadvantaged students for success in post-secondary educational institutions.

B(5)--Member Training: **Pre-service training: All Members will engage in 100 hours of training in August to orient them to the AmeriCorps program, the local community, and the schools at which they will be serving. School staff, including the AmeriCorps Site Coordinator, the school Principals, and teachers, will oversee this training. During the first two days of training, all members will be trained on AmeriCorps rules, including Prohibited Activities, and will sign a contract establishing that they will adhere to these rules. AmeriCorps service gear will be distributed at this time. The orientation will include an introduction to the schools in which the Members will be serving and team building activities. Teachers and curriculum specialists will offer intensive instruction in tutoring techniques, lesson time-management, personal time-management and classroom management, and making effective parent calls. **Ongoing training: Throughout the year, tutors will engage in refreshers regarding AmeriCorps rules and Prohibited Activities. Weekly, tutors will participate in professional development sessions led by teachers, school leaders, curriculum experts, or other

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educators. These sessions will be constructed in response to the development needs of AmeriCorps Members. Topics addressed will include cultural awareness, techniques for teaching various types of content, strategies for behavior management, approaches to partnering with parents or guardians, and ways to build relationships with challenging students. AmeriCorps Members will regularly complete surveys indicating the extent to which their ongoing training is meeting their needs, and modifications will be made as necessary in response to the survey results.

B(6)--Member Supervision: Each tutor will report to a Site Coordinator who will provide support and supervision. There will be one Site Coordinator shared by the two sites in San Jose (to supervise a total of six tutors), one Site Coordinator shared by the two sites in New Orleans (to supervise a total of 10 tutors), and seven Site Coordinators distributed across three sites in Boston (to supervise a total of 170 tutors).

The National AmeriCorps Director will train the Site Coordinators regarding all AmeriCorps rules, regulations, priorities, and Prohibited Activities prior to the launch of the program. On an ongoing basis, the National AmeriCorps Director will review compliance matters with the Site Coordinators.

Throughout the week, the Site Coordinator will solicit and respond to written reflections from each AmeriCorps Member. At least twice a month, the Site Coordinator will observe each AmeriCorps Member tutoring and will conduct an individual meeting with each Member. These meetings will include specific feedback and coaching. Site Coordinators will also conduct a semiannual formal review of each Member's performance. This review will rely heavily on academic data from the Member's tutored students, and the process will include a meeting with each tutor to discuss the review, the tutor's strengths and points to improve upon, and the tutor's growth during the service year. Site Coordinators have at least a Bachelor's degree and at least two years of relevant experience.

Tutors will also receive ongoing feedback and coaching from teachers and school leaders in the schools where they work. They will have full access to all student data regarding the students whom they tutor and will collaborate with colleagues to develop and implement plans to support these students.

B(7)--Member Experience: Throughout the week, AmeriCorps Members will complete written reflections regarding their tutoring experiences. Weekly, they will discuss their reflections with their Site Coordinator and will also have the opportunity to share their experiences with their fellow tutors.

During the course of the year, AmeriCorps Members will develop close bonds with the other tutors at their sites and at other sites in the cities where they serve. They will gain access to a private online network comprised of program participants across all cities. The network will grow each year and

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become a powerful personal and professional networking tool.

The AmeriCorps program aims to cultivate among Members a strong and enduring ethic of service. AmeriCorps members will participate in National Service days organized through the Massachusetts Service Alliance in partnership with CNCS. The AmeriCorps experience will include opportunities for AmeriCorps Members to participate in various volunteer efforts in accordance with guidance from CNCS. AmeriCorps Members will serve alongside students and their families in community improvement efforts. Projects may include volunteering at a soup kitchen, participating in a neighborhood cleanup, or helping to build a playground. AmeriCorps Members will have the opportunity to help plan and organize these projects. Site Coordinators will also cultivate opportunities for AmeriCorps Members to join forces with other service initiatives in the cities where they serve.

In Boston, New Orleans, and San Jose, AmeriCorps Members who would like to enter teaching will have the opportunity to participate in evening pre-service teacher preparation programs offered by affiliated entities. Those Members who want to pursue teaching will be prepared for roles as classroom teachers following the completion of their AmeriCorps year. Members will have opportunities to shadow and work alongside teachers and administrators to discover various school-based positions. Members who do not wish to enter education will also receive support and guidance from their Site Coordinator and from Match recruitment personnel as they explore career options.

Historically, 64% of individuals who have served as tutors at Match Charter Public School remain in education (of those, 48% are currently teaching). An additional 6% are currently working in non-profits or social work. 12% are involved in health, and 6% are in law.

Recruitment: The MATCH School Foundation, Inc. will employ four full-time individuals who will conduct national recruitment efforts on behalf of all program sites. Recruiters will seek college graduates with impressive GPAs, leadership experience, and a commitment to service. Recruitment efforts will be aimed at promoting diversity in terms of geographic backgrounds, ethnicity, race, and gender. The recruitment strategy will include communication with at least 100 college career centers and minority affairs offices; intensive in-person recruitment at more than 30 campuses with a particular focus on Historically Black Colleges and Universities; and online postings on the AmeriCorps website, Idealist.org, and avenues that reach the disabled community. Recruitment efforts will also target individuals from the communities where they will serve. For the 2014-2015 academic year, The MATCH School Foundation, Inc. has conducted tutor recruitment efforts on behalf of Chicago, Lawrence, and Stamford. In Chicago, the largest of these tutoring programs, 36%

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of tutors are black or Hispanic, 58% are from Chicago, and 28% speak Spanish.

Candidates will be selected through a rigorous process: First, all candidates will complete a comprehensive online application. Second, qualified applicants will participate in a phone or Skype interview. Third, finalists will participate in in-depth site visits. These will always include 1-on-1 interviews with staff and classroom observations. The major element of these visits will be a mock tutorial session. Candidates will be provided tutorial material and guidance on what makes an effective tutorial, and the candidate will then tutor two current students, in the school in a classroom, to simulate what the daily work would involve. Following the session, students and evaluators will offer feedback. In collaboration with school leaders, Site Coordinators will have final selection authority.

B(8) -- Commitment to AmeriCorps Identification: During the recruitment and selection process, applicants will learn about AmeriCorps and the significance of serving as an AmeriCorps Member. The pre-service orientation will include comprehensive training on AmeriCorps and the broader national service movement. Throughout the year of service, Site Coordinators will recognize tutors as service leaders and as AmeriCorps Members.

During summer training, all teachers and other school staff at each site will learn about the AmeriCorps program. A letter will go home to the families of all students informing them that their children will be tutored by AmeriCorps Members. This letter will include information about the AmeriCorps program.

When AmeriCorps Members report for duty, they will receive service gear that prominently displays the AmeriCorps logo, and they will be instructed to wear this gear every day. Site Coordinators will regularly monitor that Members are wearing the logo and will speak individually with any tutor who fails to do so.

Organizational Capability

C(1) -- Organizational Background and Staffing: **Experience, Staffing, and Management Structure: The MATCH School Foundation, Inc. is an established, long-standing, proven non-profit organization that has been in operation continuously since 1999. The MATCH School Foundation, Inc. was founded to support and disseminate the work of Match Charter Public School. The MATCH School Foundation, Inc. has supervised the creation of tutoring programs in large urban districts including Chicago, IL; Lawrence, MA; and Stamford, CT. The MATCH School Foundation, Inc. has also developed Massive Open Online Courses and books to share best practices with educators across the country.

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The organization's leadership includes experienced educators, a legal department, and an accounting department. Stig Leschly, the CEO of the Foundation, earned a JD from Harvard Law School and an MBA from Harvard Business School. He has served as the founder and managing director of the Newark Charter School Fund and as a full-time lecturer on entrepreneurship and education reform at Harvard Business School.

Independent auditors have issued an unqualified opinion on the financial statements of The MATCH School Foundation, Inc. since fiscal year 2006, when the accounting and financial reporting management structure currently in place was implemented.

The MATCH School Foundation, Inc. will appoint a National AmeriCorps Director who will report to the CEO. The National AmeriCorps Director will be responsible for collecting all performance data and, in collaboration with Principals, will hold Site Coordinators accountable for data collection and for all AmeriCorps requirements. The National AmeriCorps Director will check in with each Site Coordinator at least twice a month and will meet with each AmeriCorps member. The National AmeriCorps Director will hold at least a Bachelor's degree and two years of experience leading service programs.

Each AmeriCorps service site will be led by an AmeriCorps Site Coordinator. In New Orleans, one AmeriCorps Site Coordinator will supervise the 10 Members at the two New Orleans schools. In San Jose, one Site Coordinator will supervise the six Members at the two San Jose schools. In Boston, each campus will have at least two full-time Site Coordinators. All Site Coordinators will report directly to the school Principals and will also be accountable to the National AmeriCorps Director.

**Experience managing grants: The MATCH School Foundation, Inc. is currently administering multiple substantial grants including a \$1 million dollar grant from the Smith Family Foundation, a \$340,000 grant from the Gates Foundation, and a \$300k grant from the Walton Family Foundation. The MATCH School Foundation, Inc. currently owns and/or manages three buildings in Boston and is in the midst of a 30 million dollar construction project due to be completed in August 2015.

Match Charter Public School, the downstream partner hosting 170 Members, has effectively managed federal grants for 15 years. During the 2014-2015 academic year, Match Charter Public School's entitlement grants include a Title I grant in the amount of \$653,218, an IDEA grant in the amount of \$195,350, and a Title III grant in the amount of \$39,992. Compliance audits relating to its receipt of federal funds, have been conducted annually under provisions of U.S. Office of Management and Budget Circular A-133 Compliance Supplement. Since fiscal year 2007, no findings or questioned costs have been identified as defined in Circular A-133.

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**Partner Organizations and Community Engagement: The MATCH School Foundation, Inc. will administer this AmeriCorps grant through strong partnerships with our three downstream partners: Match Charter Public School, ARISE Schools, and Summit Public Schools.

*Boston: Match Charter Public School administers the sites that will host 90% of the AmeriCorps Members. Match Charter Public School is currently operating under its third five-year charter from the Department of Elementary and Secondary Education. Match Charter Public School has been a five-time recipient of the US Department of Education EPIC award in recognition of high-need urban charter schools driving dramatic student achievement gains.

From 2004-2012, Match Charter Public School was a recipient of AmeriCorps member slots and financial support through the Massachusetts Service Alliance (MSA). Match Charter Public School remained in good standing with MSA throughout this time period. In 2012, Match Charter Public School discontinued applying because the amount of financial support needed to fund stipends for such a large tutoring program was beyond the means of MSA. Per this application, Match Charter Public School is now able to pay the full cost of the tutoring program from its operating revenue and without any direct financial support from CNCS.

The MATCH School Foundation, Inc. and Match Charter Public School have maintained a deeply collaborative relationship for the past 15 years. The two entities have partnered, for example, on real estate development, programming, and recruitment. Leaders of each Match Charter Public School campus have provided ongoing input regarding all elements of the tutoring program.

*New Orleans: Founded in 2008, ARISE Schools currently operates two campuses and is in good standing with all regulatory entities within New Orleans. For several years, ARISE has retained The MATCH School Foundation, Inc. to provide teacher coaching and leadership training services. The two organizations continue to partner surrounding this body of work. ARISE leaders have visited Match Charter Public School, and Match Charter Public School staff regularly visit ARISE schools. The leadership team of ARISE has worked closely with The MATCH School Foundation, Inc. in developing this application.

*San Jose: Founded in 2000, Summit Public Schools currently operates seven schools in California and two in Washington State. The most selective national foundations including the Gates Foundation, the Schwab Foundation, the Dell Foundation, and the Charter School Growth Fund support Summit Public Schools. The MATCH School Foundation, Inc. and Summit Public Schools are currently co-recipients of a Gates Foundation grant related to curriculum. Summit Public Schools has been a key thought partner as The MATCH School Foundation, Inc. has explored blended learning

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models. Leaders of the Summit network have visited Match Charter Public School, and leaders of Match Charter Public School have visited Summit campuses. The leadership team of the Summit network of schools has collaborated closely with Match in developing this application.

****Consultation:** The MATCH School Foundation, Inc. has consulted with the State Commissions in Massachusetts, California, and Louisiana regarding this application.

C(2): Compliance: **Methods for Compliance with AmeriCorps Rules and Regulations: The MATCH School Foundation, Inc. and its downstream partners will comply with AmeriCorps rules and regulations including those related to prohibited and unallowable activities at the grantee, subgrantee, and service site locations. Prior to the launch of the program, The MATCH School Foundation, Inc. will enter into contractual service agreements with each of the downstream partners. These agreements will compel partners to conform to all requirements, rules, and regulations, including the AmeriCorps State and National Grant Provisions. The National AmeriCorps Director will engage in comprehensive training with each Site Coordinator regarding all AmeriCorps requirements and prohibited activities.

****Prevention and Detection of Compliance Issues:** Each Site Coordinator will provide all AmeriCorps Members a comprehensive orientation to AmeriCorps including a review of prohibited activities, which are also outlined in the Member Handbook, the Member Contract, and in the Member Service Description, an addendum to the contract that outlines Member and site responsibilities. All Members will be required to sign the Member Contract prior to beginning their service. Throughout the year, the National AmeriCorps Director will check in with the Site Coordinators regarding compliance, and the Site Coordinators will remind Members of required and prohibited activities.

AmeriCorps Site Coordinators will be present onsite at least two days per week in the case of sites with 10 or fewer Members and every day in the case of sites with more than 10 Members. The National AmeriCorps Director will periodically visit sites to monitor compliance.

****Accountability of Grantee and Service Sites:** As part of the Member Contract, all Members will agree to report to the Site Coordinator any instances of possible non-compliance within 48 hours. As part of the contractual service agreement, the Site Coordinator will be required to report any instances of possible non-compliance to the National AmeriCorps Director within 48 hours. The National AmeriCorps Director and CEO will investigate any report of possible non-compliance and will immediately contact CNCS with regard to any instances of non-compliance. Professional development will be conducted to address matters of non-compliance. Members who violate rules or regulations, including but not limited to Prohibited Activities, will be subject to the program's

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disciplinary process: a verbal warning for the first offense, a written warning for the second offense, and possible dismissal for cause for a third offense. Individual Site Coordinators and the National AmeriCorps Director will be subject to a similar disciplinary process. Site partnerships are reviewed annually and compliance with the contractual service agreement is factored into consideration for renewal.

Budget/Cost Effectiveness

This application is being submitted under the AmeriCorps Partnership Challenge. As such, no financial support from AmeriCorps is requested. The cost per MSY to CNCS is \$0.

The MATCH School Foundation, Inc. has secured and reserved funding to fully cover the costs of national program administration. Specifically, The MATCH School Foundation, Inc. will cover the costs of the National AmeriCorps Director, all travel costs related to program supervision, and all costs incurred from the procurement of AmeriCorps gear for Members.

Downstream partners have structured their budgets to account for all costs related to the AmeriCorps tutoring program. The funding comes predominantly from stable public funding for charter schools. In the highly unlikely event that public funding is less than anticipated, each partner has the capacity to secure private funding for the program.

In Year 1, the most significant costs to downstream partners will be as follows: living allowances - \$15,000/Member; Benefits - \$1,500/Member; Background checks - \$35/Member; Site Coordinator Salaries - \$60,000/Coordinator; Site Coordinator Benefits - \$8,400/Coordinator; Training and Materials - \$5,000-\$20,000, depending upon the number of Tutors. For all organizations, program costs represent a small portion of the organization's annual expenditures:

- Cost to The MATCH School Foundation, Inc.: \$120,000 (2% of annual expenditures)
- Cost to Match Charter Public School: \$3,310,000 (18% of annual expenditures)
- Cost to ARISE Schools: \$242,000 (3% of annual expenditures)
- Cost to Summit Public Schools: \$175,000 (1% of annual expenditures)

Evaluation Summary or Plan

We are not submitting an evaluation plan. We asked for guidance from CNCS regarding whether we should submit this plan since one of our downstream partners has, in the past, received funding from MSA. CNCS replied that we are a "new" project since we are adding states and sites and competing as a national program. Therefore, CNCS advised us not to submit an evaluation plan.

Amendment Justification

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Program Requested Change, 18 June 2015

The Match Foundation, Inc. respectfully requests the following change to our program:

We had specified in our application that AmeriCorps Members would tutor students in grades 1-12. At this point, we would like to amend that such that Members will tutor students in grades K-12. Since we submitted the original application, the enrollment plan of Match Charter Public School has changed somewhat. With this our plan, all students in grades K-12 at Match Charter Public School will receive high-dosage tutoring in accordance with the program model and theory of change described in our application.

Tutors working with kindergarteners will participate in all the same types of orientations and trainings as our tutors in grades 1-12. They will also work very closely with the kindergarten teaching team and participate in PD with kindergarten teachers to ensure they are fully prepared to meet the educational and developmental needs of this population. The tutors will conduct high-dosage math and ELA tutoring according to the same tutoring model described in our application and will be supervised by full-time Site Coordinators.

For the the kindergarteners, we will use the same pre- and post- assessments as we plan to for Match Charter Public School students in grades 1-3. For reading, we will use the STEP assessment (we already use this assessment with all students beginning in preK and have found it valid and developmentally appropriate for this age). For math, we will use i-Ready, which has been developed specifically for students beginning in kindergarten.

Adding these kindergarteners to our application will adjust our numbers as follows:

ED1 - We will serve 55 kindergarteners who are low-income and/or have special/exceptional needs, so ED1 is now 957.

ED2 - ED2 is now 861.

ED5 - ED5 is now 775.

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Clarification Summary

A. Programmatic clarification items:

1. Process for selecting the students who will receive the high-dosage tutoring at each site:

At Match Charter Public School, tutoring is an integral part of the academic day. 100% of students in grades 1-12 receive tutoring. 81% of students at Match Charter Public School are eligible for free/reduced lunch, and 15% receive special education services. 85% of students fall into at least one of these categories. In addition, most students who enroll at Match Charter Public School enter as English Language Learners and enter significantly below grade level according to standardized assessments.

Given that Match Charter Public School serves such a high needs population, tutoring is provided for all students as part of the academic program. Even those students who are not free/reduced lunch come from economically vulnerable households. As students catch up to grade level, they continue to face tremendous challenges in remaining on grade level and becoming truly college-ready.

At ARISE Schools and Summit Public Schools, the number of tutors does not allow for all students to receive tutoring.

At ARISE Schools, 100% of students are eligible for free/reduced lunch. At the two ARISE campuses served by tutors in this proposal, each of the ten tutors will be partnered with a classroom of 25-30 students. Within that classroom, the tutor will be assigned a "caseload" of the students who enter the furthest below grade level according to standardized measures.

At the Summit Public Schools campuses served by tutors in our application, 51% of students are from low-income backgrounds. The six tutors at Summit Public Schools will specifically serve low-income students. Within this subset of students, tutors will work with those students who begin the year the furthest below grade level, as indicated by the NWEA MAP assessment, the CELDT and AAPPL tests of language acquisition, and other measures of academic performance.

2. Site Coordinators partnership with host school teachers and leadership:

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The Site Coordinator will report directly to the Principal (at Match Charter Public School sites) or the Chief Academic Officer (at ARISE Schools sites and at Summit Public Schools sites). The direct supervisor will observe the Site Coordinator at least every other week as he or she coaches tutors and delivers Professional Development. The Site Coordinator will receive immediately actionable feedback following each observation, will meet with his or her supervisor at least once every other week, and will receive formal written evaluations from his or her supervisor.

The Site Coordinator is an integral member of the school leadership team (along with the Principal, deans, and other supervisory staff) and participates in all leadership team conversations and meetings. On a daily basis, the Site Coordinator exchanges information with other school leaders regarding student performance, tutor performance, and schoolwide issues. The Site Coordinator has a voice in all leadership decisions. The Site Coordinator also joins teachers and school leaders for weekly Professional Development sessions regarding topics such as lesson planning, student and family engagement, and instructional practices and participates in team meetings regarding the students who are receiving tutoring.

The Site Coordinator maintains systems to ensure daily communication between teachers and tutors in order to ensure that tutors tailor tutorials and instructional choices to meet the ever-changing needs of individual students. Students and teachers use confidential electronic communication tools to share information about the lives of their students on a daily basis to ensure that they are supporting students through challenging experiences, both in school and out of school.

The Site Coordinator checks in with teachers at least once a week to ensure that the partnerships between tutors and teachers are operating smoothly and that students are demonstrating consistent academic growth and is aware of what tutors are working on daily.

3. Compliance with 45CFR 2522.910-.940:

The proposed program meets all requirements as per AmeriCorps federal regulation 45CFR 2522.910-.940.

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****2522.940 - A:** Articulate appropriate criteria for selecting and qualifying tutors, including the requirements in §2522.910 of this subpart, and certify that selected tutors meet the requirements in §2522.910.

All tutors will meet all requirements specified in 2522.910. The application process for tutors involves four phases: 1) submission of a resume, cover letter, college GPA, and essay responses; 2) completion of a phone or video interview; 3) on-site selection day including mock tutorial session with students; and 4) reference checks and background checks. Candidates must submit their transcripts to confirm that they have obtained a Bachelor's degree prior to their start date.

****2522.940 - B:** Tools to assess student progress and measure student outcomes;

As specified within the performance measures, students will be assessed using nationally normed standardized assessment tools. In literacy, growth will be measured using STEP (grades 1-3), Fountas & Pinnell (grades 4-8), and NWEA MAP (grades 9-11). In math, growth will be assessed using the NWEA MAP (grades 1-11).

In addition to these pre- and post- assessments, student achievement data of multiple types will be used to monitor the effectiveness of individual tutors and of the programs as a whole. These data include comprehensive math and ELA interim assessments administered at least four times per year, daily exit tickets that students must complete at the conclusion of class to assess mastery of that day's content, performance on homework, and classroom participation. Tutors will communicate regularly with teachers and with the Site Coordinator regarding student achievement data.

****2522.940 - C:** Tutoring curriculum and training:

Curriculum: The tutoring curriculum is high-quality, research-based, and consistent with the local educational agency and state standards.

All seven sites in question receive authorization from their state departments of education and demonstrate to their authorizers on a regular basis that their curricula are aligned with the local educational agency and with state standards (note that, in the case of Match Charter Public School in

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Massachusetts, the school is also its own LEA). All seven sites follow the Common Core national standards.

Tutoring is fully integrated into the school day at all sites, and the curriculum for tutorial is generated through the same rigorous procedures as other lesson plans, assessments, and materials for classroom instruction. For tutorial sessions, lesson plans and materials are created by experienced classroom teachers and by in-house curriculum experts.

In this way, the quality of tutorial curricula is assured by the fact that it is created and supervised by experienced educators at Match Charter Public School, ARISE Schools, and Summit Public Schools, all organizations that achieve strong outcomes year in and year out.

Furthermore, the curriculum is high-quality and research-based in that it relies heavily on materials and software developed by outside providers whose products have been demonstrated effective through independent research studies. In generating lesson plans and materials, instructional teams draw materials from a number of Common Core aligned resources. The specific resources used vary somewhat by grade level and by subject; the examples below serve as primary sources of material and are representative of the types of resources used across all grades and subjects:

- (1) Engage New York, which has been demonstrated to be fully aligned to the Common Core (<http://www.edreports.org/reports/series/eureka-math-a.html>);
- (2) Accelerated Reader and Accelerated Math, both of which have been demonstrated to improve student performance on Common Core assessments through large n studies. Accelerated Math is listed on the US Department of Education "What Works Clearinghouse." (http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_accelmath_093008.pdf);
- (3) Reading Mastery, which has been demonstrated to have the uncommonly large effect size of 0.68 in moving student achievement in reading assessments according to a meta-analysis of 44 studies (https://www.mheonline.com/assets/sra_download/ReadingMasteryClassic/Research/44page2.pdf);
- (4) ST Math, which has been shown to increase the percentage of students who score proficient and advanced on math assessments ([For Official Use Only](http://www.wested.org/wp-</div><div data-bbox=)

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content/files_mf/1371188648resource1314.pdf).

In addition to the content being research-based, the structure of individual lessons is grounded in research into how students learn and remember content. For example, lessons combine opportunities for students to work as a group and to work independently (this structure is derived from the U.S. Department of Education's practice guide, "Organizing Instruction and Study to Improve Student Learning"), and each lesson concludes with some type of check for understanding to provide data regarding the student's level of mastery of the content (based on Saphier and Gower's "The Skillful Teacher").

Teachers and tutors modify tutorial plans on a daily basis in response to student performance data (math and ELA assessments, quizzes, daily exit tickets, etc.). If a student is struggling with a particular skill in class, the student will have the opportunity to practice that skill in the subsequent tutorial session.

Pre-Service Training: All tutors participate in at least 100 hours of pre-service summer training. This Institute is led by school leaders and by Site Coordinators in accordance with guidance from the National AmeriCorps Director.

During the course of the pre-service training, tutors spend 8-10 hours each day learning about and practicing research-based teaching practices, such as those outlined in "Teach Like a Champion" by Doug Lemov and "The Skillful Teacher" by Saphier and Gower. Tutors also receive instruction in the culture of the school and strategies for engaging and motivating students. The Institute includes instruction surrounding Carol Dweck's seminal work in how to foster a growth mindset and how to uphold high expectations for all students.

During pre-service training, tutors observe veteran teachers and school leaders model behavioral and instructional techniques, and they practice each skill that they learn, receive feedback on their performance, and practice again. Tutors engage in simulations surrounding how to ask questions that foster student understanding, how to respond to incorrect student answers, how to provide feedback to students, and how to analyze data (e.g., Reiman and Peace, 2002).

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In-service training: Throughout the school year, tutors continue to receive professional development that is high-quality, research-based, and driven by the specific needs of students in each school.

Rooted in student data and the observations of Site Coordinators, professional development sessions provide practice time for tutors to rehearse what to do when a student is not engaged, how to relate to a student who is upset about a situation at home, how to figure out what student is not understanding, and how to react when a student misbehaves. Tutors practice the skill, get feedback on it and practice it again until they are able to implement it consistently. Every day, tutors receive support and guidance from their Site Coordinator, teachers, deans, and principals as they learn how to work with students effectively. Tutors often rehearse lessons on a daily basis.

Other in-service trainings include topics such as how to look at and plan from data, how to ask strong questions based on texts, how to increase ratio of student participation in tutorial sessions, how to conduct a successful individual reading conference, and how to get a disengaged student back on track. Tutors with lower level readers and/or mathematicians or students who are beginning English Language Learners also receive additional training in the areas of guided reading, cognitive development, math and reading fluency and basic number sense concept development.

**2522.940 - D: Include appropriate member supervision by individuals with expertise in tutoring; and

Because tutors are fully integrated into the schools where they work, they are authentic members of expert school-wide teams comprised of teachers, deans, department heads, and principals. Many of these individuals have previously worked as tutors and serve as mentors for tutors.

Site Coordinators are former tutors and teachers who proved themselves highly effective in driving student achievement. Site Coordinators also have experience in managing and coaching other educators. Throughout their training and preparation, Site Coordinators deepen their knowledge and understanding regarding best practices in tutoring.

Site Coordinators observe tutors in action at least every other week and track data pertaining to student outcomes on a weekly basis. On a daily basis, Site Coordinators and teachers check in with tutors, ensure that tutors are clear on the day's expectations, and address any concerns that tutors

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may have.

**2522.940 - E: Provide specialized high-quality and research-based, member pre-service and in-service training consistent with the activities the member will perform.

The first and foremost activity performed by tutors is delivering math and ELA instruction to students. As described in Part C, tutors receive high-quality and research-based pre-service and in-service training that enables them to provide academic instruction to students in a way that is fully aligned with the classroom curriculum, the LEA instructional program, and the state standards.

Tutors are also responsible for communicating with parents or guardians on a weekly basis to foster family engagement in student learning. During the 100-hour pre-service institute, tutors are instructed in and practice how to build and leverage parent engagement. Michael Goldstein, the founder of Match Charter Public School, published a book on this topic: "Phoning Parents: High-leverage moves to transform your classroom & restore your sanity. "

As part of the research that contributed to this book, a Harvard Graduate School of Education study of the Match Charter Public School approach to parent phone calling found that parent communication "increased the odds that students completed their homework by 40%, decreased instances in which teachers had to redirect students' attention to the task at hand by 25%, and increased class participation rates by 15%" (Kraft, 2012).

Throughout the school year, Site Coordinators monitor tutor phone calls and provide coaching and feedback to tutors regarding their engagement of families. Ongoing professional development sessions address cultural awareness and strategies for leveraging parent engagement to further student achievement.

4. Please further describe the applicant's plan for adequate staffing to manage the proposed program with 186 members at seven host sites across three states.

Please see staffing section at the bottom of this narrative.

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C. Programmatic clarification items:

1. High-Dosage Tutoring PM Output ED2: Please confirm that the students being counted in ED2 come from schools in which the largest percentage of students come from economically disadvantaged backgrounds and/or have special or exceptional needs, as defined in the performance measure instructions for ED2.

At Match Charter Public School, tutoring is an integral part of the academic day. 100% of students in grades 1-12 receive tutoring. 81% of students at Match are eligible for free/reduced lunch, and 15% receive special education services. 85% of students fall into at least one of these two categories. In addition, most students enter Match Charter Public School as English Language Learners.

At ARISE Schools, 100% of enrolled students are eligible for free/reduced lunch. At the Summit Public Schools campuses, 51% of students are eligible for free/reduced lunch; at the Summit Public Schools campuses, the tutors will be working specifically with low-income students who are performing below grade level.

2. High-Dosage Tutoring PM Output ED2: Please provide a definition for how program completion will be defined in order to qualify a student to be captured under this output measure.

Throughout the year, tutors will maintain electronic records of their tutorial sessions. Site Coordinators will review these records on a regular basis.

The scheduling of tutoring sessions (frequency and duration) varies somewhat by site as a result of the differing needs of students in different grade levels, but each site will establish a specific number of hours per week that a student participating in the program receives tutoring.

A student will be considered to have completed the program (and, thereby, qualify to be captured under ED2) if the logs indicate that the student was tutored for at least 70% of the target number of hours per week in the final two months of the school year.

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D. Strategic Engagement Slots

N/A

E. MSY with No Program Funds Attached

All 186 MSYs in our proposal are no-cost MSYs.

Staffing Clarification requested by CNCS - 6/26/15:

Established departments and teams at The MATCH School Foundation, Inc. will carry out all AmeriCorps program administration as described below. The MATCH School Foundation, Inc. has existed for 15 years and has a long track record of administrative excellence.

Staff members dedicated full-time to the proposed AmeriCorps program:

1 full-time National AmeriCorps Director

6 full-time AmeriCorps Site Coordinators based in Boston (ratio of 1 Site Coordinator per 35 Members)

1 full-time AmeriCorps Site Coordinator based in New Orleans (ratio of 1 Site Coordinator per 10 Members)

1 full-time AmeriCorps Site Coordinator based in San Jose (ratio of 1 Site Coordinator per 6 Members)

Staff members who will allocate a portion of their time to the proposed AmeriCorps program:

CEO

Director of Finance and Administration

Senior Accountants (2)

Payroll and Benefits Manager

Deputy General Counsel

Director of Talent; Recruitment Team (4 full-time individuals)

Lead Software Architect

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General Management and Oversight of Grant

The National AmeriCorps Director will be responsible for the overall success of grant, including the supervision and training of all staff relevant to the grant, quality control of all aspects of work entailed in the grant, compliance with all regulations, and achievement of performance measures.

Identification as an AmeriCorps program

The National AmeriCorps Director will monitor that all grantee and subgrantee websites clearly state that they are AmeriCorps grantees and display the AmeriCorps logo and obtain and distribute service gear to each site. Site Coordinators will ensure that all Members wear gear on a regular basis. The Deputy General Counsel will monitor that grantees and subgrantees use the AmeriCorps name and logo on public materials in accordance with CNCS requirements. The Deputy General Counsel will monitor that each site uses appropriate language such as "an AmeriCorps program."

Member recruitment, selection, and exit

The Director of Talent and the Tutor Recruitment Staff (4 full-time employees) will recruit eligible Members for all sites.

Under the supervision of the Director of Finance and Administration, the Payroll and Benefits Manager will notify CNCS's National Service Trust, via the MyAmeriCorps Portal, within 30 days of a member's start of, completion of, suspension from, or release from, a term of service. The Payroll and Benefits Manager will also notify the Trust, via the MyAmeriCorps Portal, when a change in a member's term of service is approved and changed.

Under the supervision of the Director of Finance and Administration, the Payroll and Benefits Manager will input the operating sites and all service locations in the MyAmeriCorps portal for all members within 30 days of members' starting a term of service. The National AmeriCorps Director will monitor that all members are entered within 30 days.

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Supervision and Support

Planning for the Term of Service

With input from each Site Coordinator, the National AmeriCorps Director will generate position descriptions that accurately and completely describe the activities to be performed by each member and ensure that each member has sufficient opportunity to complete the required number of hours and to make up any missed hours.

Member Service Agreements

With the input from each Site Coordinator, the National AmeriCorps Director will generate a member service agreement that includes all required information.

The Deputy General Counsel will review the draft agreement to ensure compliance with all AmeriCorps regulations as well as state and federal provisions. The Deputy General Counsel and other administrative staff at The MATCH School Foundation, Inc. have extensive prior experience, notably in collaboration with the Match Public Charter School, with compliance with state and federal regulations as well as compliance with grant provisions of state and federal grants.

The Site Coordinators will distribute and collect member agreements. Under the supervision of the Director of Finance and Administration, the Payroll and Benefits Manager will maintain electronic records of member agreements.

Prohibited Activities

Prior to the launch of the AmeriCorps program, the National AmeriCorps Director and Deputy General Counsel will train and monitor all Site Coordinators (8) regarding prohibited activities according to 45 CFR § 2520.65.

Supervision

The National AmeriCorps Director will train Site Coordinators regarding expectations and best practices for orientations. Site Coordinators will conduct 100-hour Member orientations including training on prohibited activities. Site Coordinators will provide ongoing coaching, training, and professional development, as specified in our application and supplementary materials. Our grant

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includes 8 site coordinators across who, across 7 sites, oversee 186 Members. The ratio of Site Coordinators to Members will average 1 to 23 and, across our 7 sites, range from 1 to 6 to 1 to 35. In accordance with 45 CFR § 2520.50, Members will spend no more than 20% of their time on training activities. The National AmeriCorps Director will regularly monitor training activities and provide feedback.

Performance Reviews

The National AmeriCorps Director will train all Site Coordinators regarding expectations for performance reviews. Site Coordinators will complete written midterm and end-of-term evaluations. These evaluations will be submitted to the Payroll and Benefits Manager who will file them electronically.

Timekeeping

The National AmeriCorps Director will work with the Lead Software Architect and the Payroll and Benefits Manager to select and implement an electronic system for time and attendance recordkeeping that meets all CNCS requirements.

Member Death or Injury

Site Coordinators will immediately report serious injuries or death of Members to the National AmeriCorps Director, who will immediately notify the designated CNCS Program Officer.

Changes in Member Terms of Service or Program Slots

Site Coordinators will immediately contact the National AmeriCorps Director regarding any potential changes in member terms or program slots. The National AmeriCorps Director will communicate with CNCS and make changes in the My AmeriCorps Portal as specified within the regulations.

Release from Participation

In any cases of potential dismissal, the National AmeriCorps Director will consult with the Deputy General Counsel and the Director of Finance and Administration to ensure compliance with AmeriCorps protocol.

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Living Allowances and other Benefits

The finance departments of Match Charter Public School, ARISE Schools, and Summit Public Schools will each pay the living allowances to Members serving at their respective sites in accordance with CNCS regulations and state provisions. The finance and human resource departments will arrange health care coverage in accordance with CNCS guidance. Each school organization has existing, well-established benefits plans into which Members will be integrated.

The Director of Finance and Administration, the Deputy General Counsel, the National AmeriCorps Director will consult regularly with the finance department of each organization to monitor compliance with CNCS and state regulations.

Member Records and Confidentiality

The Lead Software Architect will collaborate with the National AmeriCorps Director to select and implement an electronic file storage and electronic signature systems that comply with all CNCS provisions.

The Payroll and Benefits Manager will verify the eligibility of all Members and will handle all requests for confidential Member information.

The Director of Finance and Administration will arrange with the Site Coordinators to conduct and document National Service Criminal History Checks in accordance with 45 CFR §§ 2540.200 - .207.

Budget and Programmatic Changes

Any potential programmatic or budget change will be reviewed by the National AmeriCorps Director and the CEO of The MATCH School Foundation, Inc. Upon approval from the CEO, the National AmeriCorps Director will request written approval from the AmeriCorps Program Office or CNCS's Office of Grants Management as specified in the regulations.

Reporting Requirements

The National AmeriCorps Director will collect data from the Site Coordinators and will file grantee

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progress reports in accordance with the reporting schedule.

Under the supervision of the Director of Finance and Administration, the Senior Accountants will file financial reports in accordance with the reporting schedule.

Financial Requirements

Under the supervision of the Director of Finance and Administration, the Senior Accountants will maintain financial management systems that include standard accounting practices, sufficient internal controls, a clear audit trail, and written cost allocation procedures, as necessary.

As in prior years, the Director of Finance and Administration and Senior Accountants will have an audit conducted of The MATCH School Foundation, Inc. and document that Match Charter Public School, ARISE Schools, and Summit Public Schools all have audits conducted each year.

Reporting of Waste, Fraud, and Abuse

If any individual suspects a criminal violation or fraud, waste, or abuse, that individual will immediately notify his/her Site Coordinator or the National AmeriCorps Director. In the event that a Site Coordinator receives the notification, s/he will immediately notify the National AmeriCorps Director. The National AmeriCorps Director will alert the CEO and the Deputy General Counsel and will contact the Office of the Inspector General and the CNCS Program Officer immediately.

Non-discrimination

The National AmeriCorps Director will create a notice that will be distributed to all members, community beneficiaries, applicants, program staff, and the public, including those with impaired vision or hearing, that it operates its program or activity subject to the non-discrimination requirements of the applicable statutes. Site Coordinators will assist with the distribution of the notification.

Continuation Changes

N/A

Grant Characteristics