

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE <small>Modified Standard Form 424 (Rev.02/07 to conform to the Corporation's eGrants System)</small>		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction														
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE: 06-JAN-11	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11AC124258	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHCA0010009														
5. APPLICATION INFORMATION																
LEGAL NAME: University of San Francisco DUNS NUMBER: 078770294 ADDRESS (give street address, city, state, zip code and county): 2130 Fulton Street San Francisco CA 94117 - 1080 County:	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Deborah Faigenbaum TELEPHONE NUMBER: (415) 749-3700 3004 FAX NUMBER: INTERNET E-MAIL ADDRESS: dfaigenbaum@sdefund.org															
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 941156628	7. TYPE OF APPLICANT: 7a. Higher Education Organization - Private 7b. 4-year college															
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):	9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps State	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: San Francisco Teacher Residency															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): San Francisco, CA	11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 08/01/11 END DATE: 06/24/12	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="CA 008"/> b.Program <input type="text" value="CA 008"/>															
15. ESTIMATED FUNDING: Year #: <input type="text" value="2"/>	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 478,007.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 548,523.00</td> </tr> <tr> <td>c. STATE</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>d. LOCAL</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>e. OTHER</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>f. PROGRAM INCOME</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>g. TOTAL</td> <td style="text-align: right;">\$ 1,026,530.00</td> </tr> </table>	a. FEDERAL	\$ 478,007.00	b. APPLICANT	\$ 548,523.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 1,026,530.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
a. FEDERAL	\$ 478,007.00															
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f. PROGRAM INCOME	\$ 0.00															
g. TOTAL	\$ 1,026,530.00															
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.																
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Peter Williamson	b. TITLE: Assistant Professor	c. TELEPHONE NUMBER: (415) 422-2308														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/06/11														

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Executive Summary

Statement of Need

Students in San Francisco's highest need schools suffer from a revolving door of teachers; of the District's 113 schools, 25 account for over 40% of the teacher turnover. Persistent teacher attrition causes great instability at these schools and negatively impacts student achievement. Further, the highest needs schools and hard to staff subjects such as math, science, bilingual, and special education tend to have the least experienced teachers. In San Francisco as throughout the country, as many as 50% of new teachers leave the profession within their first five years of teaching. A host of studies show that teachers leave the profession when they are inadequately prepared for the vicissitudes of teaching diverse students in challenging urban settings.

Mission Statement

Equity, student achievement, and accountability are the foci of the new strategic plan in San Francisco Unified School District (SFUSD). The importance of this work is unparalleled and the challenge of bringing these goals to fruition is immense. Through the San Francisco Teacher Residency program, SFUSD, University of San Francisco, the San Francisco Education Fund, and Stanford University all share the commitment and the responsibility for attracting, developing and retaining high quality teachers for San Francisco's students. Together we aim to develop the capacity of teachers and schools to meet the needs of urban youth.

Expected Impact

San Francisco Teacher Residency aims to recruit and prepare 30 new teachers each year who will commit to teaching in SFUSD's hard to staff schools and subject areas for a minimum of three years beyond their service year. Further, we aim to increase the stability and ability of the teachers at these schools, thus improving student achievement.

Summary of Program Design

Corps members, known as Residents, will be placed in cohorts in one of three SFUSD schools that have

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been identified as Teaching Academies. Members will serve in the classroom with a highly qualified Demonstration teacher for an entire school year. Working side-by-side in an apprenticeship model, the Member and the Demonstration Teacher will develop and enact lessons, assess students, analyze classroom data and coordinate communications with parents and other caregivers. Additionally, each Member will develop one service-learning project that will be implemented with their students. They will recruit volunteers at the school and from the community to assist with this project. Concurrent to their fieldwork, Members will complete university courses for their teaching credentials and master's degrees from one of our university partners. The coursework will be designed to prepare teachers to teach in San Francisco's high needs schools and subjects. Upon completion of the service year and the credential, Members will become teachers of record in SFUSD's public schools.

Rationale and Approach

Although San Francisco Unified School District (SFUSD) is the highest scoring urban school district in California, it has the distinction of having the largest achievement gap between students who are African American, Latino, Samoan, and second language learners and their Caucasian and Asian counterparts. Many studies have found that the most important factor in a student's academic success is having a qualified teacher (Darling-Hammond, L., "Doing What Matters Most, Investing in Quality Teaching", National Commission on Teaching and America's Future Report, 1997). Although the importance of quality teaching for academic success is well-known, in San Francisco and in many urban areas across the country, the least experienced teachers are often placed in the lowest performing and highest needs schools (A Matter of Fairness: Equitable Distribution of Experienced Teachers, San Francisco Education Fund, 2009).

High teacher attrition in urban settings impacts the quality of the instruction that students in those schools receive. While national data shows that 30% of all new teachers leave the profession within the first three years of teaching, attrition is significantly greater in high poverty schools and in the hard-to-staff subject areas of math, science, bilingual education, and special education. Research indicates that

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50% of new urban teachers leave the profession in five years; a recent report by the New Teacher Project (2007) found that 25 schools in San Francisco account for 40% of the teacher turnover in SFUSD.

The academic cost is high for students who are continually in the classrooms of under-prepared and new teachers. Research consistently shows that achievement lags in the classrooms of first year teachers, so students who have new teachers year after year are at a distinct disadvantage academically. African American, Latino, and Samoan students as well as second language learners suffer the most from this steady stream of inexperienced teachers. This phenomenon is partially to blame for the ongoing inequities in student achievement in San Francisco and other urban settings.

The cost of teacher turnover in San Francisco reaches beyond student achievement. A recent San Francisco Education Fund (SF Ed Fund) report (2009) found that the annual financial cost of teachers leaving SFUSD could be as high as three million dollars a year. National data indicates these figures are echoed throughout the country.

Why do new teachers leave the profession at such high rates? SFUSD's Human Resources Department reports that the reasons most often cited by teachers leaving the district are a lack of preparedness, support, and financial remuneration. Many feel unprepared to meet the language and cultural needs of diverse students in urban settings. They are not ready to differentiate instruction for students who come from various ethnic, linguistic and cultural backgrounds. The MetLife Survey of the American Teacher (2008) found that only 39% of new teachers felt adequately prepared for teaching in the ethnically diverse classrooms that are the norm in SFUSD. The study also noted that less than half of new teachers (47%) felt prepared to teach special needs students. A report by the National Education Association (2003) found that teachers felt overwhelmed by the scope of the work and that the expectations for the job were unclear; many cited isolation and a lack of administrative and other forms of support as their reasons for leaving the profession.

To address the challenges of teacher quality and retention in San Francisco, partners from SFUSD, University of San Francisco, SF Ed Fund, Stanford University, San Francisco State University, and the

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United Educators of San Francisco have joined forces to form the San Francisco Teacher Residency (SFTR). As the debate rages about the best way to prepare and retain teachers for high-needs districts like SFUSD, traditional university-based teacher education programs and alternative credentialing pathways cannot meet local hiring needs, and quality varies widely within each program type.

Traditional programs do not always screen applicants rigorously and their curricula do not often specifically address issues that teachers face in urban classrooms. Teacher education can also be expensive and time consuming, leading to loans that are difficult to pay off on a beginning teacher's salary. Alternative credentialing routes can provide more expedient pathways to the classroom, but these programs are quicker because they do not provide participants with opportunities to apprentice with expert teachers before they become the teachers of record. The teacher residency model offers a "third way"- addressing the weaknesses of these programs while also incorporating the best of both traditional and alternative approaches to teacher preparation. By aggressively recruiting teaching talent for the specific hiring needs of particular districts, teacher residencies help assure that key positions are filled. By offering financial incentives, including living stipends through AmeriCorps and loan forgiveness programs, SFTR aims to attract diverse and second career candidates into the profession. Without these incentives, those who are on the fence about teaching may opt out of teacher preparation or choose a credentialing pathway that does not sufficiently prepare them for the rigors of teaching in challenging urban settings. While not directly addressing issues such as low compensation for teachers or the high cost of living in San Francisco, SFTR's model enables new professionals to begin their careers without the debt they would incur in traditional routes to teaching.

Teacher residencies are an innovation designed to embody best practices in teacher recruitment, preparation, placement, and induction for urban school districts.

SFTR supports Members in special ways that reach beyond most teacher preparation programs by providing curricula that address the specific needs of San Francisco's diverse students while supporting Members through apprenticeships in classrooms with highly qualified teachers. Members are be trained

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in cohorts, completing their fieldwork together in groups at schools so that they are jointly supported as they reflect on their experiences. As AmeriCorps Members, the cohort model helps them develop a collective understanding of how teachers can serve and give back to communities. Additionally, Members are supported during their service year by both University Supervisors and Demonstration Teachers. When they are the teacher of record after their service year, they will be supported for an additional two years with induction support.

This model is based on research showing that educators learn best by doing and reflecting, by collaborating with other professionals, by looking closely at students and their work, and by sharing what they see. The development of sound professional practice cannot occur solely in college classrooms that are separated from the field, nor solely in school classrooms that are separated from the knowledge and theories that result from rigorous scholarship. The residency model is based on the premise that schools, school districts, universities, and partner institutions all have a responsibility for providing teaching candidates with opportunities for research and inquiry, for trying and testing, and for evaluating the results of teaching and learning. This model is grounded in the belief that education theory and practice is best learned in the context of real work in real schools.

In Urban Teacher Residency programs, prospective teachers (known as "Residents") integrate their Master's level coursework with a full year residency alongside an experienced teacher in an urban classroom before taking over their own classroom the following year. Organized around research-based practices in teacher preparation and retention, the core principles guiding Urban Teacher Residency programs include tightly integrating education theory and practice while supporting novices as they engage in intensive, relevant field experiences. The financial incentives encourage candidates to fulfill teaching commitments with the district, in our case a minimum of three years beyond coursework. In short, successful Urban Teacher Residency programs leverage the strengths of both universities and districts to establish coherent credentialing pathways that will attract and support the most qualified teachers into urban schools. Although the cost of training AmeriCorps Members to serve as highly

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qualified teachers for our neediest schools seems high, SFTR will save the district time and money as qualified teachers are retained. Greater stability at hard-to-staff schools will lead to more positive outcomes for students.

According to reports by the Aspen Institute (2009) and the Center for Quality Teaching (2009), Boston's teacher residency retention rate after three years is 90% and Chicago's teacher residency retention rate is 95%. The federal government has recognized teacher residencies as a promising reform initiative and is supporting their development through Department of Education grants.

Organizational Capability

Sound Organizational Structure

Ability to Provide Sound Programmatic and Fiscal Oversight:

The Jesuits established the University of San Francisco (USF) as the city's first institution of higher education in October 1855. The core mission of the University is to promote learning in the Jesuit Catholic tradition. The University offers undergraduate, graduate and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others. The University distinguishes itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice. The USF School of Education offers a dynamic community comprised of educators and students seeking to balance the research, teaching and service dimensions of the school's programs, and welcomes students with a commitment to human service and to the advancement and sharing of learning.

USF has a history of successful administration of Federal grants. In 1998, the school entered a partnership with the Multicultural Alliance, a national non-profit organization that was also an Education Awards Program funded by the Corporation for National Service, to produce credentialed teachers through a program called TEAMS. In 2000, the University took over fiscal sponsorship of TEAMS. Since that time, the University decided to continue to support the program and to compete for

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its own Education Award. Additionally the School of Education has been granted several Title VII grants and has operated a Career Ladder Program aimed at increasing the number of bilingual teachers in San Francisco. The School has also received federal funding to train and support special education teachers to teach in under-resourced schools.

Administrative systems at USF are well developed. With a budget of over \$160 million, the Business and Finance Division has extensive systems and staff prepared to record, process and track financial activity of all grants. USF also has an Office of Sponsored Projects, under the Division of Budget and Planning, to assist programs in grant application and compliance processes. These offices collaborate to review and approve all grant proposals, process grant award documents, provide monthly cost center financial statements, and monitor and process all required grant reports. The Business and Finance division of the University is familiar with standard reporting and requirements related to the use of Federal funds. A Federal A133 Audit is conducted on an annual basis. Management of the AmeriCorps Grant is the responsibility of the SFTR Director, the USF Faculty Advisor, the Office of the Dean of the School of Education, the Office of Sponsored Programs, and the Assistant Controller in the Office of the Vice President for Business and Finance.

The service site for SFTR is SFUSD. Within the District we are choosing three training sites that will be known as Teaching Academies. Sites are chosen based on the following criteria:

- *They share a commitment with the SFTR partners to prepare and support teachers to develop intellectually, academically, and socially in equitable learning environments for students and teachers;
- *They are actively engaged in efforts to improve teaching and learning for all students and to narrow the achievement gap;
- *They provide students with an academically rigorous curriculum and theoretically and empirically supported pedagogical practices.

Other considerations in choosing Teaching Academies include demonstrated leadership capacity at the

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school, strong community support for the school, and evidence of demonstrated success with diverse learners. All three partner universities have long standing relationships with SFUSD through a history of placing of student teachers with the district. The SF Ed Fund also has a long standing relationship with the district by supporting teachers through grant projects and by placing volunteers in classrooms and supporting service projects in San Francisco Schools for more than forty-six years.

Because we are working with multiple partners, tight coordination is critical in ensuring cohesion and compliance with program goals and regulations. To achieve this, each partnership is formalized with a written memorandum of understanding outlining each partner's role and responsibilities. SFTR Partners are provided with a common orientation and training on all aspects of supervising Member service activity and development. Each Partner is required to assign an SFTR Coordinator/Liaison for their site. This liaison attends all Partner meetings, monitors and tracks progress of Members, coordinates trainings with SFTR staff and provides data required for evaluation purposes. The Director is responsible for monitoring the partner sites and conducts site visits on a quarterly basis.

Fiscal oversight is primarily the responsibility of the USF Grants Department in the Business and Finance Division working with the SFTR Director. The Director and the Business and Finance Division will work closely together to communicate policies, ensure compliance with grant guidelines and identify areas where technical assistance and training are needed.

The value added by the AmeriCorps Awards is significant for our Members in that it enables these beginning teachers to access high quality teacher education. One of the greatest barriers for entry into the teaching profession for minority candidates is the high cost of teacher credentialing and preparation. Since quality teacher preparation is one of the most important determinants of student academic success, it is imperative to provide aspiring teachers with financial support to achieve this. Support from AmeriCorps provides a pathway for aspiring teachers toward teacher licensing and simultaneously expands the pool of qualified teachers of color for K-12 schools. Now more than ever, with decreasing state funds for scholarships and financial aid for teacher preparation and increasing standards and

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requirements for teacher credentialing, such financial support is critical.

SFTR has leveraged scholarship monies from our university partners for AmeriCorps Members. The two private universities in our partnership are offering half-tuition scholarships for SFTR Members. These scholarships in addition to the AmeriCorps living allowance and Education Award mean that candidates who found the costs of credentialing to be prohibitive will have the opportunity to become teachers.

Board of Directors, Administrators and Staff

Ultimate responsibility for USF's governance rests with the Board of Trustees. The Board of Trustees includes 42 members and two ex-officio members (the University's President and the Rector of the USF Jesuit community). The Chairperson of the Board is Mr. Claudio M. Chiuchiarelli and the Vice Chairperson is Mr. Charles H. Smith.

The President of the University, Rev. Stephen A. Privett, S.J., is the Chief Executive Officer of the University. The President's Cabinet includes the Provost and Vice President for Academic Affairs; the Vice President for Business and Finance, International Relations, Planning and Budget, University Advancement, and University Life; the Chief Information Officer; and the General Counsel.

The University's Leadership Team includes all of the members of the President's Cabinet plus the Associate Provost, the six deans of the schools and colleges, the Dean of the Library and the Dean of Academic Services. These executive officers meet weekly (Cabinet) or monthly (Leadership Team) and are charged with developing policy and planning and assessing programs and activities.

SFTR is a program in the USF School of Education and is supported by the University's Offices of Sponsored Projects, Business and Finance, and Advancement. Three key staff people are responsible for the administration of the SFTR. The program director, Dr. Deborah Faigenbaum, coordinates and oversees all aspects of program operations and development, including budget management and compliance, curriculum development, partner site and member recruitment and training and university and partner relations. Dr. Faigenbaum has a Bachelor's degree in History of Ideas from the University of Michigan, a Master's Degree in Special Education from San Francisco State University, and a Ph.D. in

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Curriculum and Teacher Education from Stanford University. She has worked for over 20 years in SFUDS as a teacher and as an elementary school principal. Additionally, she has directed a major research project for the Noyce Foundation and she has taught prospective teachers at the School of Education at Stanford University.

Reporting to the Director is the Associate Director whose primary responsibilities are systems management, recruitment and admissions, and compliance with federal and AmeriCorps regulations. The Associate Director ensures Member compliance with and training on AmeriCorps regulations. This person provides orientations, interpret regulations and assist with Education Award voucher use. The Associate Director also maintains regular communication with Corporation and Trust officials in addressing issues related to member enrollment and exit processes. Although this position will be jointly funded by this grant and by SFTR, 100% of the Associate Director's time will be allocated to AmeriCorps related functions. This position has not yet been filled.

As fiscal lead for the SFTR AmeriCorps grant, USF is committing additional resources and expertise. Twenty percent of the USF University Faculty Advisor is funded through SFTR. In addition to serving as the liaison between USF and SFTR, the Faculty Advisor works closely with the Director to develop the coursework for the Practicum Seminar and help design and implement assessment systems for the program. Assistant Professor Peter Williamson serves in this position. Dr. Williamson has a Bachelor's degree in Literature from Earlham College, a Masters degree and a Secondary Teaching Credential from Stanford University, and a Ph.D in Curriculum and Instruction, also from Stanford. Formerly the director of Stanford's Teachers for a New Era project and an English educator in the Stanford Teacher Education Program, Dr. Williamson is a respected teacher educator who has experience establishing professional development schools and induction programs. His research focuses on teacher practice and effectiveness. Before becoming a teacher educator, Dr. Williamson taught middle and high school in SFUSD and other Bay Area public schools.

Faculty advisors from all three partner universities and the SFTR Director are committing time and

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effort to SFTR to collaboratively develop the coursework for the Residency.

Plans for Self-Assessment or Improvement

The SFTR staff meets weekly to ensure that communications and operations are running smoothly.

Various working groups including representation from all of the partner organizations oversee:

Curriculum development and implementation, recruitment, and supervision and Member support.

These working groups meet at least monthly. The Advisory Group, with representation from all partners, meets specifically for a mid-year evaluation and at the end of the year to discuss systems, structure, operations and staffing needs. The program will hire an evaluator to examine different targeted aspects of the program.

SFTR plans to utilize an extensive evaluation system which can track the program's impact on teacher retention in schools where our Members are placed and student achievement in schools where our Members and graduates are placed. Members are evaluated by their Demonstration Teachers and by their University Supervisors. All Supervisors and Demonstration Teachers are trained to use common standards for these evaluations. All Members are required to pass a common performance assessment to demonstrate their readiness to teach. SFTR is working with SFUSD and the university partners to develop systems to track student achievement data for students in classrooms with our Members. Student surveys track affective issues for students in our Teaching Academies and students who are taught by our graduates. The Members complete coursework evaluations at the end of each semester so we can track their satisfaction with their coursework. They also complete an evaluation of the overall program at the end of their service. Members complete a service-learning project report, which includes a curriculum outline, a statement of outcomes, and information on volunteers and service hours. All of this data is collected and aggregated quarterly and will be presented to the Advisory Group to make future program plans.

Plan for Effective Technical Assistance

SFTR provides a manual that outlines information on AmeriCorps regulations, program structure and

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processes, evaluation and reporting requirements. This information is shared at trainings for University Supervisors and Demonstration Teachers at the Teaching Academies. An orientation is also held at the beginning of the year for Members. This session addresses AmeriCorps regulations, the mission of SFTR, performance measures, service-learning and reporting guidelines and standards for Members. Monthly meetings with university liaisons and supervisors help us to identify and respond to the program's training and technical assistance needs.

SFTR staff visit each Teaching Academy on a monthly basis to observe program operations, identify issues and concerns and to visit Members at their placement sites.

Sound Record of Accomplishment as an Organization

Volunteer Generation and Support

Drawing on the expertise and support of the SF Ed Fund, we are confident that we will be able to recruit the support of a diverse group of volunteers and community based organizations. Also, each of our partners has relationships with a variety of community-based organizations that can contribute time and expertise. Additionally, we expect to cultivate the support of our alumni to help support the program with training and mentoring of new Members.

Organizational and Community Leadership

The SFTR Director, Dr. Deborah Faigenbaum, has a long history of service to San Francisco public schools. As a principal, she sat on the SFUSD union negotiating team for professional development issues. She also was on the Leadership Advisory Group that explored ways to develop and retain principal leadership in the district. Dr. Faigenbaum has served as an evaluator to a professional development program run by the Noyce Foundation. She was a consultant for the American Association for the Advancement of Science to review science curriculum and a consultant for the Autodesk Foundation's Project Based Learning Network. Presently Dr. Faigenbaum is on the Advisory Committee for Visual Thinking Strategies.

The SFTR Faculty Advisor, Dr. Peter Williamson, has a history of service to schools and to

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organizations focused on teacher preparation and support. As a teacher he sat on the San Lorenzo Unified School District's Curriculum Advisory Committee and Chaired the Community College-High School Coordinating Council. As a teacher educator Dr. Williamson has served as a consultant to the California Commission on Teacher Credentialing's Induction Standards Advisory Board and the National Council for the Accreditation of Teacher Education initiative to connect teacher induction with professional development school standards. Acting at the Director of Stanford's Teachers for a New Era project, he founded the Stanford Summer Teaching Institute, the Stanford for Teachers Continuing Studies Program, and the Partner School Induction Program. Dr. Williamson served for many years on the Steering Committee of the Silicon Valley New Teacher Project, and he is currently a consultant to SFUSD's Induction Program.

Success in Securing Match Resources

Both USF and Stanford University are contributing so that SFTR can meet its match resources for the first three years of the program. Additionally, all of the partners are dedicating staff time to this project in the form of a part-time liaison. Matching resources far exceed the 24% required match.

Collaboration

As discussed throughout the proposal, SFTR is a collaboration with three institutions of higher education, a local education fund, and the local school district. All partners have been engaged in the planning the program and have committed to continued involvement in all aspects its implementation. In addition to these partners, United Educators of San Francisco, the local teachers union, has been a key partner in planning the program and we expect their continued involvement. Each of these partners participates in the various working groups and in the Advisory Group for the program.

Local Financial and In-Kind Contributions

SFUSD is providing an in-kind match to the program in the form of financial support for training of Demonstration Teachers and stipends for their extra work. The monies for this are to be paid through a

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local bond measure, Proposition A, which supports teacher development in the District. All of the partners are providing in-kind contributions in terms of staff time that is devoted to the planning and implementation of the program. The SFTR Director, with the support of the SF Ed Fund, is reaching out to potential donors of the program. To date, financial support has been given by the Langendorf Foundation, the Bechtel Foundation and by the Walter and Elise Haas Foundation. We have proposals pending with the Stuart Foundation and with the Walter and Evelyn Haas Jr. Foundation. Additionally we are in funding discussions with the Stone Foundation and the Spencer Foundation. SFTR is in conversation with SFUSD in anticipation of submitting an application to the Department of Education, Office of Innovation for an I -3 Innovation Grant.

Wide Range of Community Stakeholders

SFTR stakeholders include teachers, students, parents, schools, higher education partners, community-based organizations and educational leaders. To date, SFTR has been convening meetings to better understand community needs and to build program support. We are working in conjunction with a number of community-based organizations to elicit input and support for the program.

Cost Effectiveness and Budget Adequacy

Cost Effectiveness

Corporation Cost per MSY

SFTR is requesting \$15,934 per MSY. This will allow us to recruit a high quality, diverse group of Members whose service to the community will go far beyond their one year of participation in the Corps. Members will commit to teach in SFUSD's hard-to-staff schools and subjects for three years beyond their AmeriCorps service. Given the data from other Urban Teacher Residencies we expect a high percentage to remain as teachers in the District far beyond the three years. The investment of \$15,934 to support these new teachers will contribute to greater stability in our target schools and increased student achievement.

Diverse Non-Federal Support

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University of San Francisco, Stanford University, San Francisco State University, the SF Ed Fund and SFUSD have all contributed personnel time and facility space to SFTR. SFUSD is using monies from a local initiative, Proposition A, which supports the District's efforts to improve teaching and professional development, to contribute personnel time and stipends for Demonstration Teachers for SFTR. In addition to personnel time and facilities, USF and Stanford University are contributing half-tuition for SFTR Members who are enrolled at their respective universities. This is done to reduce the disparity in costs for enrollment between our three university partners.

The SFTR Director is working closely with the SF Ed Fund to identify, approach and cultivate private foundations and corporations to support the program and to diversify its funding sources. To date, \$145,000 has been raised from three private foundations and we are in communication with several other local foundations that have expressed interest in our program.

Budget Adequacy

The proposed budget provides for appropriate personnel staffing, recruitment, high quality programming, support and ongoing professional development for Members, support for service-learning activities, scholarships for Members and program monitoring and evaluation. Two full-time staff people, the Director and Associate Director will dedicate 100% of their time to assuring a quality program.

Evaluation Summary or Plan

N/A

Amendment Justification

N/A

Clarification Summary

FY-11

PROGRAMMATIC CLARIFICATION ITEMS

Budget Clarification Items:

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- Please make the change indicated on the Clarification Memo.
- Adjust the budget to reflect the above funding level.
- Currently a background check is only confirmed for one staff member, when three are supported by the grant. Please offer an explanation in the budget narrative.

The two staff members who were not budgeted for background checks already have current background checks on file.

- No TB checks were provided for in the budget, even though members are working with students. If these are provided for outside of the grant, please include a note addressing this either through the budget narrative (with "0" as the cost on both sides) or through the clarification.

TB checks are performed on everyone who works with children. These are provided for outside of the grant.

PERFORMANCE MEASUREMENT CLARIFICATION

Teacher Certification Measure

Please make sure your aligned output and intermediate outcome measures match the contract. Delete the end outcome from eGrants.

Service Learning Measure

Please make sure your aligned output and intermediate measures match the contract. Delete the end outcome from eGrants.

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Please clarify the longer term impacts of this measure.

* Teacher Certification Measure

Output - SFTR candidates participate in specialized training to become effective teachers in SFUSD

Intermediate Outcome - More qualified teachers are placed in SFUSD high needs schools

*Service Learning Measure

Output - Students participate in learning about issues in their community

Intermediate Outcome - Students see themselves as part of their community and work to improve it.

Students who are more connected with their schools and communities are more motivated to succeed and more likely to commit to improving them.

Longer term impact of Service Learning Measure.

Students who are part of the community are more likely to achieve and to stay in school. Additionally, service learning helps to build links between schools, students and their community. This in turn builds stronger communities.

FY-10

Budget Clarification Items

* Section 1-A: Personnel Expenses - Demonstration teachers and site supervisors are not included in the budget. Please clarify.

Demonstration Teachers are classroom teachers who will serve as mentors for Members. They will be funded by the San Francisco Unified School District through the use of Prop A Funds.

Narratives

Supervisors will be jointly funded by the SF Ed Fund and the IHEs. The SF Ed Fund will use funds raised from foundations and other sources, and the universities will provide the same level of funding that they do for the supervisors of other candidates in their credentialing programs. This is included as a cash match of \$38,400.

* Section 1-B: Personnel Fringe Benefits - Please explain why fringe rate for SFTR Director is different than the rate for other staff. Itemize benefits greater than 28%

SFTR Director is an employee on loan from SFUSD. The 28% fringe benefits reflects her district benefits. All other employees are employees of USF which has a higher benefits rate. Their actual benefits are 36% but we understand that only 32.8% are allowed.

USF benefits: TIAA CREF (retirement) 10%; medical 10%; FICA 7.65%; Dental 2%; (Worker's Comp, Vision, Unemployment Insurances, Life Insurance, Tuition remission, employee assistance program, long term disability, long term care, accident insurance) together these are 6.35%.

* Section 1-C: Travel - SFTR Director and Assistant Director will travel to the training. As we are unsure of where the training will take place we budgeted for food and lodging and mileage at .55/mile.

* Section 1-F: Contractual and Consultant Services - Please explain the roles of the three contractual supervisors identified in this line item.

University supervisors meet with the Corps Members and observe their work with the classroom teacher (Demonstration Teacher) to assure that Members are making progress and to give them feedback. They meet with Members on a weekly basis, and they attend the Practicum Seminar to assure that there is coherency between field work at the Teaching Academy and with university coursework.

* Section 1-G: Training - The application narrative mentions compensation for Demonstration

Narratives

Teachers, but this is not included in the budget. Please clarify. Also provide assurance that supply costs are sufficient as the only training cost in the budget. Also please explain Demonstration Teacher training.

Demonstration Teachers are classroom teachers who will serve as mentors for Members; they will be jointly funded by the San Francisco Unified School District and the institutions of higher education (IHEs). The District will use funds allocated by Proposition A, and the IHEs will provide the same level of funding that they do for the master teachers of other candidates in their credentialing programs. Demonstration Teacher stipends will not be funded through AmeriCorps .

Supply costs are sufficient as the only training cost in the budget because the trainings will be conducted by the SFTR Director and staff; these trainers are already accounted for in the budget. Additionally, training facilities will be provided by the District, the SF Ed Fund, and the universities, so there will be no additional costs associated with meeting rooms.

The Demonstration Teachers will receive training on mentoring Members and the curriculum of SFTR coursework. They will learn about methods for observing the Members and providing feedback, as well as methods for helping Members gradually assume classroom responsibilities. They will also learn about the requirements and performance assessments of the teacher education coursework, including methods of supporting and participating in the Members' service-learning projects.

PROGRAM CLARIFICATION

* The program's cost per MSY does not compare favorably with other programs addressing this issue area. Please provide justification for the cost per MSY.

Narratives

SFTR is more than a teacher preparation program; it is a systemic local reform effort. In addition to preparing highly qualified teachers who are committed to teach in San Francisco's public schools, SFTR aims to strengthen the capacity of the District to provide more stable, high quality learning environments for students across the city. By offering a stipend to Members who seek to teach in the District, SFTR aims to offset the steep teacher education costs for prospective teachers who can commit to teaching in a city that has a prohibitively high cost of living. By developing Teaching Academies, SFTR aims to leverage the resources of the universities and the SF Ed Fund to create rich professional development opportunities for all teachers at those schools, not just the mentor teachers (Demonstration Teachers). By offering additional compensation and more structured mentoring opportunities for Demonstration Teachers, SFTR aims to create career pathways for expert teachers that will encourage them to remain in the classroom. By creating strong connections between the District and local universities, SFTR aims to align the teacher education curriculum with the actual needs and practices of the District. Together these efforts are more expensive than typical teacher education programs in that they aim to prepare not just the teachers but also the system in which they work.

* Only in-kind match is discussed in the budget narrative. The proposal mentions cash match from USF and Stanford. Please clarify all sources of cash and in-kind match.

We had some confusion about terminology.

Cash match:

\$100,000 from SFUSD (Prop.A) for Demo Teacher Stipends and Professional Development for classroom teachers who serve as mentors (Demonstration Teachers);

\$68400 from universities to pay for university supervision.

Narratives

* Please provide more detail about plans to generate and support volunteers to expand the program's reach in the community.

Members will conduct service-learning projects at the Teaching Academies where they conduct their fieldwork. These service-learning projects will engage students with their communities-enhancing students' learning as well as strengthening the fiber of the school community. Members will work with parents, community leaders and community based organizations to bring in volunteers to support these service learning projects.

* Please explain how the program will ensure that AmeriCorps members do not displace other teachers.

Since we are working directly with the SFUSD to determine their high needs areas, we are actually helping them to fulfill open positions which are extremely difficult to fill and for which there are currently no teachers available. This strategy is a key premise behind the overall SFTR program. The District has signed an MOU that assures that SFTR graduates will have jobs in the District if there are positions available ; SFTR graduates will be hired with a one year contract, after which they will be subject to the same contract renewal process as other new teachers in the District. SFTR will only accept Members into the program based on the current hiring needs of the District. The Members will not be the teachers of record during their preservice year, and will not displace certified teachers. The Members will not take the place of aides or other teacher assistants; SFUSD will employ the same number of aids and teaching assistants as they would without Member participation in the District, and Members who are hired by the District will not displace aides and other teacher assistants in future years.

Our start date is September 1, 2010. Our end date is August 20, 2013.

Narratives

Continuation Changes

In 2011-2012 the San Francisco Teacher Residency (SFTR) program will continue to recruit and prepare teachers for San Francisco's hardest-to-staff schools. In this narrative we elaborate our original grant application to address issues of recruitment and to discuss changes to the program.

Recruitment for SFTR 2010-2011

University admissions timelines as well as the SFUSD academic school year calendar conflicted with the timing of our AmeriCorps award and greatly impacted our ability to meet our recruitment goals for our first year. By the time we learned that we had received the AmeriCorps award, most of the window of recruitment for the 2010 - 2011 school year had passed. A keystone of our teacher preparation program model is deep, substantive field experience where Members participate in classrooms from the first to the last day of school so that they can really understand the scope of the work that teachers do. To be ready for the first day of school our Members needed to start by August 2, so recruitment could not be extended beyond the start of the school year.

To achieve to our goal of recruiting highly qualified teachers, candidates for the Residency must have first been admitted to the graduate teacher education program of one of our university partners before they can qualify for SFTR. In order to be admitted to the universities, the candidates must have passed two exams. By the time we learned that we had received our AmeriCorps award, the last exam dates had passed. That meant that people who had not already taken both exams would not be eligible to apply for the 2010 - 2011 year. This greatly limited the pool of potential candidates for SFTR. We chose to admit only those who met our recruitment criteria rather than try to fill additional slots by relaxing our standards.

Going forward, we fully expect to fill our 30 slots. Recruitment for next year's cohort began in August. We hired a recruitment specialist who has been conducting outreach to local universities, presenting at job fairs, and publishing materials. Deadlines for the required exams have been advertised for months.

Narratives

Since our program began in August, hundreds of people have visited our website to learn more about the program and its application process.

Changes in SFTR program design

In our original narrative we described our intent to build upon the strength of the established TEAMS AmeriCorps program by aligning our service-learning and Practicum Seminar curricula with theirs. Instead, we have chosen to embed these aspects of our curriculum within the specific curricular and pedagogical initiatives of SFUSD. While we are not currently using the TEAMS curricula, we would like to acknowledge the influence of their approach on our program design and goals.

Service-Learning

Members are still required to complete one service-learning project per year with their students; the pedagogy of service-learning is introduced in the Practicum Seminar. Rather than use the curriculum that we discussed in our original narrative, we are using curricula that draws from Learning Links, A Curricular Guide to Service-Learning and other SFUSD resources. We are not using the Service-Learning Youth Portal mentioned in our narrative.

Practicum Seminar

The weekly Practicum Seminar focuses on the dilemmas of practice that Members experience in their classrooms and on initiatives and pedagogies that are promoted in SFUSD. In the Practicum Seminar, Members have opportunities to work with teachers and administrators from the District to better understand SFUSD policies and practices. Members also have opportunities to share their experiences and build collegial relationships with their peers. Additionally, the Practicum Seminar serves as the primary support for candidates completing the Performance Assessment for California Teachers (PACT). Although our narrative indicated that we would align the Practicum with the successful model

Narratives

of the Pedagogical Seminars of the TEAMS program, we have instead focused the SFTR seminars on the specific curricular and reform goals outlined in SFUSD's strategic plan. Senior staff members from various SFUSD departments, including School Health, Student Support Services, Special Education, and Multilingual have met with Members to help them better understand the various programs and structures within the district.

Member Placement

For the 2011-2012 cohort we will need to add another one to two Teaching Academies to serve as placement sites for our Members. Because of SFUSD's specific staffing needs, we will increase our focus on finding placements that support bilingual Spanish learners. We expect to use the same process for choosing Teaching Academies that we outlined in our narrative, and we have begun soliciting recommendations of schools from our partners.

For schools to become Teaching Academies, they must have specific characteristics and meet specific criterion. For example, eligible schools must have at least 50% African American, Latino and/or bilingual students. Additionally, we are looking for schools that have strong, stable leadership, strong professional communities, and strong teaching.

Representatives from the universities, the school district, the teacher's union, and the Education Fund will conduct site visits to choose the school or schools that best meet our criteria.

Budget Revision

The change in amount required for member stipends (and then FICA and Worker's Compensation) required that we revise our budget.

The position that we had originally slated as an Assistant Director needed to be downgraded to a

Narratives

Program Assistant position because of budgetary constraints. For the 2011 - 2012 program year we needed to move a portion of the salary for that position to be funded with matching funds since there will no longer be sufficient funds available in the funds we receive from CNCS.

Rather than contract with an outside agency for evaluation purposes, we have decided to use the expertise of our university partners to conduct the evaluation of the program.

Given what we have learned thus far, we realize that we need to expand the number of university supervisors who are working with our members. The supervisors are an integral link to bridge what members are experiencing at the school site and what they are learning in their coursework. This will be funded through matching funds.

There are a few minor revisions in matching funds. For example we are able to use laptop and LCD projectors at the school site so we do not need to buy this equipment.

Changes in PMWs

We do not anticipate having any changes to our PMWs.

Performance Measures

SAA Characteristics

- AmeriCorps Member Population - None
 Geographic Focus - Urban
 Geographic Focus - Rural
 Encore Program

Priority Areas

- Education
 Healthy Futures
Selected for National Measure *Selected for National Measure*
 Environmental Stewardship
 Veterans and Military Families
Selected for National Measure *Selected for National Measure*
 Economic Opportunity
 Other
Selected for National Measure *Selected for National Measure*

Grand Total of all MSYs entered for all Priority Areas 30

Service Categories

- Service-Learning Primary Secondary
Other Education Primary Secondary

Teacher Certification

Service Category: Other Education

Measure Category: Participant Development

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

The San Francisco Teacher Residency Program will recruit and train teachers for high needs subject areas such as math, science, and bilingual education and who are committed to teaching in San Francisco's public schools. Members will earn their credential at the end of their year of service.

SFTR supports Members in special ways that reach beyond most teacher preparation programs by providing curricula that address the specific needs of San Francisco's diverse students while supporting Members through apprenticeships in classrooms with highly qualified teachers. Members are trained in cohorts, completing their fieldwork together in groups at schools so that they are jointly supported as they reflect on their experiences. As AmeriCorps Members, the cohort model helps them develop a collective understanding of how teachers can serve and give back to

Briefly describe how you will achieve this result (Max 4,000 chars.)

communities. Additionally, Members are supported during their service year by both University Supervisors and Demonstration Teachers. When they are the teacher of record after their service year, they will be supported for an additional two years with induction support. By offering financial incentives, including living stipends through AmeriCorps and loan forgiveness programs, SFTR aims to attract diverse and second career candidates into the profession. While not directly addressing issues such as low compensation for teachers or the high cost of living in San Francisco, SFTR's model enables new professionals to begin their careers without the debt they would incur in traditional routes to teaching.

Results

Result: Intermediate Outcome

More qualified teachers are placed in SFUSD high needs schools.

Indicator: Percentage of candidates who complete SFTR training and become teachers in SF.

Target: 25 Members who pass SFTR and CTC requirements are working in SFUSD as teachers.

Target Value: 25

Instruments: Performance assessment for California Teachers (PACT); Transcripts; Evaluations from Demonstration Teachers and Supervisors.

PM Statement: SFUSD has more qualified teachers placed in high needs schools because of the placement of SFTR graduates who have passed SFTR and CTC requirements.

Prev. Yrs. Data

Result: Output

SFTR candidates participate in specialized training to become effective teachers in SFUSD.

Indicator: Number of candidates who complete specialized SFTR training to become effective

Target: 25 SFTR Members will complete SFTR training.

Target Value: 25

Instruments: Attendance data at Teaching Academy sites and for university coursework; Grades from university coursework; evaluations from Demonstration Teachers and University Supervisors

PM Statement: 25 SFTR Members will complete specialized training to become effective teachers in SFUSD.

Prev. Yrs. Data

Result: Output

teachers in SFUSD.

Service-Learning Project

Service Category: Service-Learning

Measure Category: Needs and Service Activities

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

Members will research the needs of their school community and then plan a service-learning project to address one of the needs they identify. Members will recruit students, teachers, and people from the community (parents, for example) to help plan, enact, and assess the project.

Results

Result: Output

Students participate in learning about issues in their communities.

Indicator: Number of service projects that are completed.

Target: 15 Service Learning projects will be completed.

Target Value: 15

Instruments: Project logs;

PM Statement: Members will conduct 15 service learning projects which encourage students to learn about issues in their communities.

Prev. Yrs. Data

Result: Intermediate Outcome

Students learn about issues in their community by participating in service learning projects.

Indicator: service-learning projects

Target: 75%(11/15) Service learning projects that are developed by SFTR members and their students meet the student identified outcomes.

Target Value: 11

Instruments: Student reflections;

PM Statement: Students learn about issues in the community by participating in service learning projects that work to meet outcomes students have identified.

Prev. Yrs. Data

Required Documents

Document Name

Status

Evaluation

Already on File at CNCS

Labor Union Concurrence

Already on File at CNCS