

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction															
Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)																	
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE: 11-JAN-11	STATE APPLICATION IDENTIFIER:															
2b. APPLICATION ID: 11AC125153	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 10ACHNJ0010002															
5. APPLICATION INFORMATION																	
LEGAL NAME: Teach For America DUNS NUMBER: 621404383		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Mike Larson TELEPHONE NUMBER: (973) 621-6644 41105 FAX NUMBER: (973) 621-7766 INTERNET E-MAIL ADDRESS: mike.larson@teachforamerica.org															
ADDRESS (give street address, city, state, zip code and county): 315 West 36th Street 7th Floor New York NY 10018 - 6404 County: New York																	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 133541913		7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Local Education Agency National Non-Profit (Multi-State)															
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: Growing and Leveraging Teach For America New Jersey's Impact															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Newark, Essex County, New Jersey Passaic, Passaic County, New Jersey		11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 08/01/11 END DATE: 07/31/12		14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="NY 008"/> b.Program <input type="text" value="NJ 010"/>															
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;">\$ 225,000.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 162,931.00</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;">\$ 387,931.00</td> </tr> </table>		a. FEDERAL	\$ 225,000.00	b. APPLICANT	\$ 162,931.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 387,931.00	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	\$ 225,000.00																
b. APPLICANT	\$ 162,931.00																
c. STATE	\$ 0.00																
d. LOCAL	\$ 0.00																
e. OTHER	\$ 0.00																
f. PROGRAM INCOME	\$ 0.00																
g. TOTAL	\$ 387,931.00																
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: Mike Larson		b. TITLE: Development Manager	c. TELEPHONE NUMBER: (973) 621-6644 41105														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/31/11															

Narratives

Executive Summary

Teach For America-New Jersey (TFA-NJ) is a corps of outstanding recent college graduates who commit to teach for two years in urban and rural public schools and become lifelong leaders in the effort to expand educational opportunity. Our mission is to build the movement to eliminate educational inequity by enlisting our nation's most promising future leaders in the effort. Currently our corps members are teaching students in Newark, Passaic and Elizabeth.

Rationale and Approach

A. Rationale and Approach

a. Compelling Community Need

Teach For America -- New Jersey (TFA-NJ) addresses the significant gap in educational outcomes that persists along socio-economic and racial lines in America. By the age of nine, children in low-income communities are already three to four grade levels behind their higher-income peers in reading ability and one to two grade levels behind in math (National Center of Education Statistics, NAEP, 2000). A child who grows up in a low-income community is seven times less likely to graduate from college than a child growing up in a more privileged area (Education Trust, 2002).

In Newark, the achievement gap is astonishing: at present only 28 percent of middle school students and 32 percent of high school students are passing the state language arts and math tests, compared to statewide averages of 78 percent and 87 percent on these same tests (Newark Public Schools, Department of Education, No Child Left Behind, 2008). Half of all 9th grade students will not graduate from high school in four years, and currently 39 out of 75 schools in the district have not made "adequate yearly progress" according to state of New Jersey standards. In Passaic, half of all high school students are not meeting the state's minimum requirement for proficiency in mathematics, and half of all elementary students are failing the Language Arts minimum requirement (NJ Department of

Narratives

Education). Moreover, in Newark today, only 33 percent of Newark's population has attained more than a high school diploma and only 12 percent have earned a bachelor's degree or higher. And while only 26 percent of the state's student population is considered economically disadvantaged, nearly 70 percent of Newark's population meets this classification (SchoolMatters, Standard and Poor's, 2006).

To address this achievement gap, and prevent more of New Jersey's youth from dropping out of school, TFA-NJ will place full time, highly qualified teachers in high-need New Jersey schools. TFA-NJ works with K-12 students in Newark Public Schools (NPS) and Passaic City Schools (PCS) and coordinates with each district to ensure that we are placing corps members in the schools with greatest needs. Teach For America also places a small cohort of teachers in Camden, NJ, however they are managed by the Teach For America-Mid Atlantic region operating out of Philadelphia, PA, and these corps members will not be placed on this grant should it be awarded.

Research consistently demonstrates that good teaching is the single most important factor in student learning and that if schools can get effective teachers to students who need them, the teachers can impact children's life prospects ('The Real Value of Value Added' Education Trust, 2004). One recent study by prominent education theorists concluded that 'having a high quality teacher throughout elementary school can substantially offset or even eliminate the disadvantage of low socio-economic background' (Rivkin, Hanushek and Kain, 'Teachers, Schools and Academic Achievement, 2002). For this reason, we charge our corps members with making significant academic gains with their students.

In addition to improving the quality of classroom instruction, TFA-NJ corps members also increase the capacity of schools to serve students by recruiting volunteers and developing extracurricular activities.

Despite the importance of parental involvement in schools, parents in the communities we serve are less

Narratives

likely to be involved than their counterparts in higher-income areas. Research has shown that low-income parents are half as likely to attend parent-teacher conferences and otherwise be involved in the schools (Lareau, 'Home Advantage: Social Class and Parental Intervention in Elementary Education,' 2000). We know that parents in these areas do not care less than parents in other areas; but rather they are more likely to disengage because they have less academic experience, fewer resources and fewer connections (Bempechat, 'The Role of Parent Involvement in Children's Academic Achievement,' 2002). We must, therefore, bridge this gap between parents who want to engage and the schools that need their help but often do not receive it. To this end, Teach For America encourages and assists its members in effectively reaching out to parents and engaging them in their children's academic success.

Furthermore, while the academic component of the school day is critical, students in low-income areas need additional after-school resources. Yet, while research shows that disadvantaged students benefit the most from participation in extracurricular activities, they often have the least access to them (Annie E. Casey Foundation, "Child Care You Can Count On: Model Programs and Policies"). After-school programs can reinforce and enrich classroom experience and result in higher achievement; yet, schools in distressed communities have fewer after-school activities and lower rates of participation than schools in more affluent areas (Ibid). The citizen leaders of Teach For America are educated in the importance of these opportunities for growth and given guidance on how to successfully participate in, lead, and begin extra-curricular activities in their school sites.

b. Description of Activities and Member Roles

Throughout the three year grant period, TFA-NJ will work with NPS and PCS to place a growing number of corps members as full time teachers in public K-12 classrooms. Our corps will work across a variety of subject areas and grade levels and aim both to impact the academic achievement of their students and to take a lead role in accessing and leveraging additional resources for their schools and communities. A

Narratives

typical day for our corps members includes teaching a full class schedule, grading, planning, building meaningful relationships with parents and school communities, and providing extra instruction and opportunities for students that seek to maximize their academic achievement. In addition to their service as classroom teachers, members engage in workshops and classes to align their service with the mission of Teach For America.

Given the structure of our professional corps and our members' terms of service, we request 90 full-time member slots for our corps members. Our members will use these full-time awards to attain full professional certification and licensure during their service, and in many cases they will pursue graduate work to advance their long-term interests.

In order to affect immediate and long term benefits for the students we serve, TFA-NJ focus is on:

- Recruitment at the nation's top colleges to find talented and diverse graduating seniors with strong academic backgrounds
- Selection of the top candidates through a rigorous admissions process; teacher preparation through an intensive residential summer institute
- Newark specific induction and placement of new teachers in Newark and Passaic public schools
- Provision of ongoing regional support, professional development and partnerships with Seton Hall University for certification
- Connection to alumni network and to leadership opportunities after their service commitment.

TFA-NJ targets the most highly sought-after college graduates from all backgrounds with varied career interests who have what it takes to excel as teachers and ultimately to exert broader societal influence in our country. Our recruitment teams identify top prospects and cultivate them individually to apply,

Narratives

while also raising campus awareness and building knowledge about educational inequity and Teach For America.

Corps members attend a week long induction in Newark followed by a rigorous five-week summer training institute in New York City. Corps members develop the foundational knowledge, skills and mindset needed to be highly effective teachers by observed teaching, coaching, studying, careful planning and thoughtful reflection.

Our training curriculum includes six courses: Teaching As Leadership; Learning Theory; Instructional Planning and Delivery; Classroom Management and Culture; Literacy Development; and Diversity, Community and Achievement. We also partner with New York City public schools to run a summer school program for thousands of children. Corps members teach in teams while receiving feedback from experienced teachers with proven track records of success. In the afternoons and evenings, they participate in professional development workshops and activities coordinated by a faculty of Teach For America alumni.

To significantly impact their students' achievement, corps members follow the Teaching As Leadership (TAL) framework. TAL is a strategy for training and evaluating our corps members that we have developed based on 19 years of studying our most effective teachers. TAL involves carefully diagnosing student performance; setting ambitious, measurable goals for student achievement; investing students and their families in working hard to reach these goals; working purposefully and relentlessly to maximize the school day and accessing whatever additional resources are required for success; and engaging in constant self-assessment.

Following the corps members' return to Newark and their subsequent placement in under-resourced

Narratives

schools, TFA-NJ's support network will provide professional development throughout the two-year commitment. TFA-NJ's staff -- all of whom were high-performing corps members themselves -- coach corps members' professional development by helping them prioritize where to focus on improving and building the knowledge, skills and mindsets necessary for classroom success. TFA-NJ program directors observe and evaluate corps members in their classrooms.

TFA-NJ seeks to ensure compliance with rules concerning prohibited service activities for corps members. All members receive and must sign a corps member contract that includes information on prohibited service activities. All incoming corps members to TFA-NJ will participate in a Pre-Service AmeriCorps Orientation session. These sessions will be designed to familiarize them with the expectations, requirements, and benefits of being an AmeriCorps member and to create an understanding of the community responsibilities and prohibited activities, as well as the rationale underpinning these obligations. In addition, we will continue to reinforce these requirements for member compliance during monthly email blasts and during periodic corps member general meetings. Finally, our local program directors interact with corps members directly, supporting their classroom performance and professional development and also ensuring they meet appropriate AmeriCorps standards.

Continuing our partnership with AmeriCorps is a top priority for TFA-NJ: we need to continue to recruit service-minded individuals in order to fulfill our pledges of bringing an increased number of teachers to New Jersey. A partnership with the New Jersey Commission on National and Community Service is an indication of our validity as a state-wide service organization and will assist us in tapping into the strong ethos of service among individuals who are interested in teaching in high-need communities in New Jersey and affecting lasting change in our public school systems.

Narratives

c. Measurable Outputs and Outcomes

TFA-NJ will address the Education priority areas. We are in the process of reviewing the uniform performance measures to gauge their fit with our program model; in the meantime we will be using the performance measures listed below.

Two sets of performance measures are associated with this grant: the fully aligned set Effecting Academic Gains in Student Achievement, and Volunteer Recruitment and Training.

Our aligned Effecting Academic Gains measure contains an output, intermediate outcome and end outcome. As our output measure, we will work with NPS and PCS to place highly qualified members to teach grades K-12 in under-resourced schools. Our goal is to place 90 corps members for the 2010-11 program year. For the intermediate outcome, we will gauge the success of our professional development network meant to help corps members become better teachers. Our end outcome measures the percentage of corps members achieving at least one to two years of academic growth in their classrooms and impacting the education of all of their students. We expect our members to strive for significant and solid gains in their classroom. We estimate that our significant and solid gains will increase so that by the end of the 2010-2011 school year 65 percent of corps members will achieve at least one to two grade levels of students' academic growth therefore significantly accelerating the academic success of students in Newark and Passaic.

We track academic gains in student achievement quarterly, through data that is submitted by corps members to their program directors. We track how effective our training of corps members are through responses by corps members on our mid and end of year surveys, as well as through determining if corps members achieve their goals.

Narratives

The second measure, Volunteer Recruitment and Training, recognizes that members of the broader community can impact students' academic achievement. We believe that we can strengthen the connection between communities and schools by encouraging corps members to bring the talents of volunteers to their classrooms. We track volunteer recruitment by corps members through corps member responses on our mid and end of year surveys as well. Our output is the number of corps members that recruit volunteers, while the end outcome is the number of volunteers brought into the classroom. In year one, we anticipate our corps members leveraging 250 volunteers.

d. Plan For Self-Assessment and Improvement

TFA-NJ is deeply engaged in a process of continuous improvement - measuring our progress against our goals, analyzing our program approach, and adapting that approach to increase our impact. We also believe strongly in the need for accountability to our goals. We have partnered with many external organizations and community members to assist in our efforts towards improvement.

We measure our program goals through three important tools: cycles of observation, internally managed corps member surveys and independent surveys of the principals in the schools in which corps members teach. These tools allow us to measure the effectiveness of our training and support program and the impact our teachers have in schools in low-income communities.

Corps members are formally observed by TFA-NJ's program directors at least four times a year. After each observation, corps members and program directors review student data and engage in rigorous problem solving exercises to improve their classrooms. At the end of the school year, our program directors meet with each member and analyze evidence of student gains - in some cases standardized test scores, in other cases, portfolios of student work evaluated against published external benchmarks. By measuring the percentage of our corps members who can show evidence of attaining significant

Narratives

academic gains, we can improve our program over time to ensure that even more low-income students can catch up academically with their wealthier peers. An end of year report is created which includes the analysis of this data; we use this data to report our performance measures.

Online surveys are conducted at the middle and at the end of the academic year to poll our teachers on a wide range of issues from satisfaction to the effectiveness of Teach For America's training and support model to corps member involvement with parents and extra-curricular activities. Additionally, we survey corps members after our professional development Saturday workshops to assess the success of our support systems and continue to work to improve them. The surveys also offer corps members the opportunity to provide written feedback on all aspects of the program. We track all of this data and evaluate it regionally and nationally to improve our work.

We measure the impact of our corps members on students and the schools where they work, by conducting an independent survey of principals every other year. For the 2010-11 grant year, we are partnering with Policy Studies Associates, Inc. to develop and implement a tool to gauge whether corps members have a positive impact on student achievement and the school community.

We also continue to work with independent research firms to enable studies that gauge corps member impact on schools in low-income communities. A 2004 independent study conducted by Mathematica Policy Research found that despite working in the highest-need classrooms in the country, Teach For America corps members advanced students against the national norm in both reading and math, and that corps members "produced higher test scores than the other teachers in their schools - not just other novice teachers or uncertified teachers, but also veterans and certified teachers." The study compared the impact in math of having a Teach For America teacher versus a non-Teach For America beginning teacher as exceeding the impact of reducing class size by eight students (while being far less expensive).

Narratives

For the complete study, please visit:

http://www.teachforamerica.org/mission/our_impact/studies_corps_impact.htm.

e. Community Involvement

TFA-NJ actively utilizes our relationships with the community to assess needs and develop strategy for addressing them. Primarily, we reach out to our advisory board, work through our partnership with NPS and PCS, and our university partners.

The TFA-NJ advisory board is a volunteer body made up of outstanding leaders from the fields of education, finance, policy, philanthropy, and community development. The board meets periodically through the year and advises on development, program implementation, and visibility initiatives. This group plays a critical role in helping us develop community resources to help corps members achieve their goals inside and outside the classroom. The board is also critical in focusing the interest of public and private leaders in New Jersey on the challenges faced by teachers and students in Newark and Passaic. As an independent nonprofit organization working with NPS and PCS to implement positive change in the district, Teach For America is a conduit for these organizations and individuals to become more deeply involved in local educational reform.

Our impact has not gone unnoticed by the Newark Public Schools and Passaic City Schools, as well as from charter schools in the region. We work rigorously with our placement partners to ensure we are placing corps members in the schools and subjects that have the greatest need. Both NPS Superintendent Dr. Clifford B. Janey and PCS Superintendent Dr. Robert H. Holster are excited about our presence within their respective school systems and as such, we are working to grow our presence in each district. In addition, we are the leading source of human capital to independent and networked charter schools like the Knowledge is Power Program (KIPP) school and Uncommon Schools. A

Narratives

majority of teaching and administrative staff at the networked charter schools are current corps members or alumni, and these schools increasingly rely on Teach For America to provide a pipeline of talented new teachers to serve their growing student populations.

In addition to securing the necessary financial and moral support from key community constituents, we have partnered with Seton Hall University for our corps members' Alternate Route certification. Corps members receive weekly instruction from the university's school of education faculty over the course of their first year teaching. Corps members teaching math or science also have the option to pursue their Master's in Teaching through a partnership with Montclair State University. Beyond the support that corps members receive from their program directors, they spend many hours with their University mentors determining ways to become more effective teachers.

f. Relationship To Other National and Community Service Programs

TFA-NJ deeply values its relationship with AmeriCorps. In instances where there are national or community service projects that bring together members of service programs across New Jersey in active service, we encourage our members to participate and provide support to programs. One example is our corps members' partnership with St. Paul's Community Development Corporation Food Pantry in Paterson for Make A Difference Day during the 2009-10 grant year. Our corps members collected and donated over 250 pounds of food to St. Paul's to distribute to high-need communities in New Jersey during the Thanksgiving Day holiday season.

TFA-NJ also encourages each of our members to participate in programs organized by the New Jersey Commission on National and Community Service, including AmeriCorps launch day activities and National Days of Service activities. During the 2008-09 grant year, our corps members celebrated Martin Luther King Day of Service by designing and delivering a lesson to their classes aimed at

Narratives

identifying themes related to Dr. King's life and historical contributions, and identified ways in which students at all grade levels can help "change the world" through involvement in public service. Each of our corps members designed a unique and interesting lesson on this topic, and made it grade-level and content area specific so that all students K-12 could see relevance in every subject. Examples of interesting lesson plans for this topic were: Environmental Science corps member Mikaela Provost asking students to compare and contrast the Civil Rights Movement to the current Green Movement whereby students noted that human rights include more than equal opportunity, but also the right to clear water, air and resources; and 7th grade corps member Emily Fox who had students respond to two quotes from Dr. King and then read a speech made by President Obama to draw similarities and distinctions between the two.

We know the importance of these events that bring together members of service programs across New Jersey in active service and reflection on the impact of service in our communities.

g. Potential for Replication

TFA-NJ is part of the Teach For America national program which operates sites in 35 regions. Each Teach For America site is developed around one national program model, and adapted to fit a particular regional context. As a national organization, we have been successful over the past 19 years in opening and developing regional sites and look forward to even greater expansion over the next several years. Replication leads to our ability to recruit, train, and support even more citizen-leaders, addressing the needs of thousands of students across the country.

In addition to our internal replication, our model has influenced the creation of other non-profits that share our mission. Upon the founding of Teach For America in 1990, it was unusual for people who did not major in education or attend a traditional college of education to enter the public school teaching

Narratives

profession. There was no clear alternative path toward licensure, and the barriers to entry into the profession were quite high. Now, a number of organizations are bringing college graduates of all academic majors into teaching in low-income school districts at unprecedented rates. Programs such as The New Teacher Project and the New York City Teaching Fellows are modeled after Teach For America's idea to bring the most talented recruits into the profession.

Organizational Capability

D. Organizational Capability

1) Sound Organizational Structure

a. Ability to Provide Sound Programmatic and Fiscal Oversight

Teach For America started in 1990, and we currently service 35 communities nationwide. We began placing corps members in New Jersey in 1993 and have placed over 550 corps members in classrooms throughout New Jersey since our inception. For the 2009-10 school year we matriculated 45 teachers, who joined 47 second year corps members and are currently impacting the lives of nearly 6,000 students in New Jersey.

Teach for America's national staff provides support to our regional sites in a number of different areas, including finance and grants management. At the national office, a number of well-qualified specialists are available to guide regional staff on AmeriCorps compliance, budget creation, and general grant management. Our finance team reports to the auditing and finance committees of our board, and works closely with our development team and budget trackers to coordinate cash-in and expenses throughout the organization. This structure allows for the appropriate breakdown of responsibilities and a system of checks and balances needed to ensure accurate financial accounting, coordination of regional fundraising and spending and the accurate tracking of all finances across the country.

Narratives

In particular, our finance team coordinates our A-133 audit, our annual audit and our monthly reconciliation processes, and produces and monitors our projected budgets for each site and the organization. We have implemented accurate financial management systems and use our Financial Edge database to help track funding streams and expenses by department and program element. This centralization allows us to provide assistance to, and oversight of, our regional operating sites in their compliance with federal budget requirements; our central program team helps ensure compliance with the programmatic elements of federal grants.

At the regional level, TFA-NJ has received and effectively managed our AmeriCorps responsibilities through our National Direct grant since 2004. Receiving a new AmeriCorps grant will enable us to continue our program's stability, community engagement, and strong local partnerships. The awarding of the grant also highlights our program as a recipient of national funding and lends credibility as we seek increased funding sources and seek to become an enduring institution here in New Jersey.

Our program has increased capacity through the expansion of our corps size and this year we placed additional teachers as well as adding an additional Program Director, a Director of Alumni Affairs, and a Development Coordinator. We operate in 50 schools throughout Newark and Passaic, and our hope is to continue to expand to additional sites throughout New Jersey. Recent additions to our regional organizational capacity has allowed us to a) increase our support of corps members; b) provide sound development and fiscal oversight regionally; and c) strengthen our engagement of alumni as they pursue school leadership positions.

b. Board of Directors, Administrators, and Staff

TFA-NJ benefits from national and local leadership, as well as the talents of our Newark-based staff. Our national office, based in New York City, works in conjunction with Newark to ensure the success of our

Narratives

teacher corps. The TFA-NJ Community Advisory Board consists of highly engaged individuals who are passionate about bettering education for all children, and have access to the resources to support and sustain the growth of the movement. They take ownership for supporting the growth of the corps and promoting educational equity in our community.

TFA-NJ is led by Executive Director, Heather Calverase who oversees a team of ten staff members. She is responsible for maximizing program quality, building a sustainable funding base and raising public visibility through community partnerships with institutions and individuals in public and private sectors. Seven of the 10 total staff members in the TFA-NJ office are also alumni of the program having taught in Camden and Paterson as well as other national sites and have witnessed first-hand the realities and future implications of the achievement gap.

Mike Larson serves as our Development Director and oversees a diverse and sustainable local funding base in order to ensure development and growth to support the regional program. After graduation from college in 2005, Mike joined the Teach For America corps in Camden, NJ, where he taught 9th grade Algebra I for two years at Woodrow Wilson High School. Sandra Medeiros serves as our Managing Director of Program and oversees all aspects of regional program in Newark, including professional development, university partnership, placement and hiring and developing program directors. Sandra graduated from Rutgers University with a degree in Political Science and Urban Studies.

TFA-NJ also has a team of three program directors who work with our Managing Director of Program to ensure that we reach our programmatic goals by helping members maximize their impact on student achievement. Our Program Directors also help to build corps members' dedication towards continuing Teach for America's vision beyond their two-year commitment. Their discussions and mentoring work

Narratives

help corps members establish a sense of responsibility for national service and a commitment to Teach For America and Newark.

Ayanna Taylor, joined our staff in 2008 as the Director of Alumni Affairs, and was a 1994 Teach For America corps member in Paterson, NJ. Charged with building relationships among the 330 TFA-NJ alumni, she engages them to build ongoing support for our program, and provide professional networking, leadership, and collaboration opportunities for our alumni through a variety of strategies.

c. Plan For Self-Assessment or Improvement

Ensuring that we are operating at our highest level of efficiency and effectiveness is a goal that we relentlessly pursue at Teach For America; we employ several mechanisms to that end. To assess and improve staff capacity on an ongoing basis, TFA-NJ employs an assessment tool designed to provide all staff members with ongoing, robust career development opportunities and to ensure Teach For America can develop the right level of talent, skills, and leadership at every level of the organization. TFA-NJ matches qualified individuals with the appropriate roles during the selection process; provides Teach For America staff members with relevant ongoing training and professional development opportunities, and ensures that we are able to retain high-performing staff members by offering diverse, transparent career paths and developing the leadership potential of individuals at all levels of the organization

We believe that engaging in regular reflection on performance and competency acquisition is a key strategy for attaining our goals and developing the leadership potential of our staff members. Thus, staff members and their managers engage in structured reflection, providing constructive feedback and targeting areas for improvement. Performance reviews happen twice a year.

d. Plan for Effective Technical Assistance

Narratives

Teach for America's national staff provides support to our regional sites in a number of different areas, including finance, grants management, and program support. At the national office, a number of well-qualified specialists are available to guide regional staff on AmeriCorps compliance, filling out standard forms, budget creation, and general grant management. Additionally, the national team provides on-going trainings and assistance for all regional staff positions via conference calls, regional and national conferences, and on-line tutorials.

The national office of Teach For America in New York City also includes a well-staffed technology department that is available to assist with any technical problems that should arise at the regional level. Our staff in Newark reaches out to the technology team via email and telephone and have the capacity to interface with our personal computers in Newark. As part of standard new staff training, TFA-NJ personnel are trained on all software and programs that enable and improve work function.

2) Record of Accomplishment as an Organization

a. Volunteer Generation and Support

The Newark advisory board currently consists of eight volunteer leaders from the Newark community who help guide and assist the regional office in establishing and promoting Teach For America on a regional level. The advisory board specifically works on key projects throughout the year that help raise funds for the organization, raises visibility, and provides additional resources to corps members and alumni. They have been involved in various meetings with key community stakeholders and collaborators. Dana Zucker our Board Chair and Independent Consultant has been a key lever in helping us build relationships with philanthropist and community leaders across Newark.

In addition to the volunteer support provided by our regional board, TFA-NJ encourages alumni to be

Narratives

active and engaged in the organization after their service. Last year, 39 percent of our over 330 alumni living in northern New Jersey, volunteered their time to TFA-NJ initiatives. This figure does not represent time spent volunteering in activities outside of Teach For America.

b. Organizational and Community Leadership

At a National level, both the Teach For America program and its members have received recognition for successfully combating one of the nation's most challenging domestic issues. Teach For America was selected as a winner of the 2007 and 2006 Fast Company/Monitor Group Social Capitalist Award. The award honors U.S. nonprofits, or "social entrepreneurs," who combine creativity and ingenuity with business solutions to address today's most challenging social problems. In the past two years, Teach For America has been featured in some 100 articles in national publications, while our 35 regions have been featured in over 200 articles in local publications.

TFA-NJ has also gained recognition locally. The Record published a review of a new book by Sophia Pappas, a 2003 Newark Alumna who taught preschool during her time as a corps member in Newark. Her book, "Good Morning, Children: My First Years in Early Childhood Education" details her experiences teaching preschool to Newark's youngest student population. In addition to being an author, Pappas led Teach For America's early childhood education initiative. Recently, The Star Ledger also published an article on TFA-NJ's 2009 incoming corps members, detailing their decision to forgo lucrative education and career options in favor of serving as corps members in Newark, and their commitment to education.

c. Success in Securing Match Resources:

TFA-NJ has been successful in securing match resources in all three years of our previous grant agreement beyond the required terms of the agreement. We have had great success in multiple funding

Narratives

streams and the continued support of leaders and philanthropists in the Greater Newark area, which allows us to take full advantage of the unique growth opportunities to strategically expand and deepen our impact in Newark.

3) Success in Securing Community Support

a. Collaboration

TFA-NJ has developed several partnerships throughout its 16 year tenure that increases the quality and reach of our program. TFA-NJ's primary collaborations are with the local public schools where our teachers serve, as well as Montclair State University (MSU) and Seton Hall University (SHU), which partner with us to build professional development and to ensure certification of the teachers. Through this formal partnership with these universities and their respective schools of education, corps members earn Alternate Route teaching certification through Seton Hall University and our math and science corps members are offered the opportunity to earn a Master's in Teaching at Montclair State University.

b. Local Financial and In-Kind Contributions

TFA-NJ is supported by a wide-range of stakeholders. Our funding base draws significantly from the public, corporate, foundation, and individual sectors. Making grants of \$90,000 and \$80,000 respectively the Geraldine R. Dodge Foundation and the Victoria Foundation joined other foundations and corporations in support of our program. The Prudential Foundation continued to support our School Leadership Initiative and provided general operating supporter in excess of \$100,000 last year. Most significantly, the Newark Charter School Fund awarded a \$442,500 grant, our first grant from this respected foundation to support our growth within charter schools. We have had similar success with our corporate donors as well. Hoffman La Roche has granted us \$50,000, a 50 percent increase from their previous gift, and Novartis Pharmaceuticals Corporation, Bank of America Corporation, American

Narratives

Express, Wachovia, and PSE&G have all joined Hoffman La Roche in our list of corporate champions.

c. Wide Range of Community Stakeholders

In addition to the many individuals, corporations, and foundations that support our work, a number of community institutions are stakeholders in TFA-NJ. Over time, the number and scope of our community stakeholders has grown in line with our growing presence in the community. The 50 individual schools in which we place corps members care deeply about our members' success and the principals continue to work with us to ensure our corps members make a significant impact on their students. In addition to continuing to place corps members in their schools year after year, administrators who lead these educational institutions have expressed their satisfaction in our corps members. We are proud to report that 90 percent of the principals surveyed stated they would hire another Teach For America teacher if their was a vacancy at their school.

Additionally, our advisory board is committed to our program. Their support has continued, expanded and diversified over time. We have had many of our Board Members solicit additional support from external stakeholders over time as well as engage more actively as we continue to expand.

d. Community Profile and Organizational Rate of Growth

Community Profile: Teach For America is committed to placing corps members in regions most profoundly impacted by the gap in educational outcomes. Roughly 80 percent of the students we reach qualify for free or reduced-price lunch, and more than 90 percent are African-American or Latino. All of the districts we serve are classified as "high-need" local education agencies by the federal government.

Regionally, as one of the State's 31 Abbott districts, Newark is classified by the New Jersey Department of Education as being in District Factor Group "A", the lowest of eight groupings based on common

Narratives

socioeconomic characteristics such as: percent of adults with no high school diploma, percent of adults with some college education, occupational status, unemployment rate, percent of individuals in poverty, and median family income. Each district is categorized as A, B, CD, DE, FG, GH, I and J (NJ Department of Education, District Factor Groups for School Districts, 2004), with J being the highest. This is mirrored by data indicating that 81 percent of the 39,991 students enrolled in the entire district qualify for free or reduced lunch (Department of Education, Enrollment Data for Passaic City, 2008-2009) in a city made of 90 percent minorities, 28 percent of whom are living in poverty, a rate three times higher than the national average (Newark Alliance, "Opportunity Newark: Jobs and Community Development for the 21st Century", 2006). Over 16,000 students attend Passaic City Schools (Passaic City Schools, 2009) and according to the U.S. Census Bureau (1999) 21.2 percent of families there live below the poverty line.

With regards to public safety, according to the State of New Jersey's 2005 Uniform Crime Data, over 16,000 crimes occurred in the city of Newark in 2005, making Newark the city with the highest crime index in the States' "Urban Fifteen" Profiles; a listing of crime index for all major urban cities in the state with populations over 50,000, including Trenton, Camden, Paterson, Elizabeth, East Orange and others (State of New Jersey, 2005 Uniform Crime Report, 2005).

Program Age and Growth: Nationally, Teach For America was founded by Wendy Kopp in 1990, and established the TFA-NJ site in 1993. Since that time, we have grown from 23 corps members in 10 schools to 92 corps members reaching over 6,000 students each day in 50 schools throughout Newark and Passaic. TFA-NJ continues to grow at a rate of nine percent. With the continued investment and support of AmeriCorps as well as our other donors, we will have the capacity to continue on this growth trajectory, thus allowing us to expand our presence both in our existing placement sites, as well as in other economically distressed and under resourced communities throughout New Jersey, such as

Narratives

Trenton, Paterson and Elizabeth.

Cost Effectiveness and Budget Adequacy

E. Cost Effectiveness and Budget Adequacy

1) Cost Effectiveness

a. Corporation Cost per Member Service Year (MSY)

We are requesting 90 full time member slots in year one of this proposed grant beginning in 2010. Our corporation cost per MSY will be \$2,500.

b. Diverse Non-Federal Support

TFA-NJ works to raise money from a wide array of funding streams. Last year, in fiscal year 2009, we raised over \$1.9 million. We set ambitious funding goals and are currently working in fiscal year 2010 towards raising \$2.3 million. TFA-NJ has in the past year built a strong development framework resulting in a number of new gifts from foundations, individuals, and corporations. We firmly believe in diversifying our funding in order to ensure the continuation of our programming. To that extent, our funding portfolio represents a wide distribution of sources. We are funded 45 percent by local foundations, 16 percent by individuals, 20 percent by corporations, and 19 percent by local and state agencies.

c. Decreased Reliance on Federal Support:

It will take projected investments of approximately \$10,400,000 over the next three years (total) to sufficiently fund the recruitment, selection, training, and ongoing support of 300 new corps members as well as our returning corps members and alumni in 2010, 2011, and 2012. To meet our region's needs for talented human capital for our school and community leadership pipelines, TFA-NJ will need increased investments on the local level in order to help us scale up rapidly given the exponential nature

Narratives

of our growth plan. In FY09, our operating budget was over \$2.4 million. Our projected operating budget will be approximately \$2.7 million in FY10, over \$3.4 million in FY11, and approximately \$4.3 million in FY12.

We are confident that this goal will be met: to date, we have already secured commitments of over \$450,000 from local entities for the FY10 fiscal year which began on September 30th. We anticipate receiving our largest local gifts to date in the coming weeks; these gifts signify a tipping point in the philanthropic community's focus on investing in Teach For America and on continuing its operations in New Jersey.

2) Budget Adequacy

TFA-NJ works is an efficient and cost-effective program. While we are confident that we have budgeted sufficient resources for our program needs based on our 16 years of experience operating a professional corps, we are very cognizant of the need to be efficient in our spending to justify the significant investment that the public and private sector makes in our program. Teach For America is recognized by outside groups for its efficiency. Investors have confidence in TFA-NJ, though, for several reasons, one of which is that Teach For America is recognized by outside groups for its efficiency. For the fifth consecutive year, Teach For America has received a four-star rating for sound fiscal management from Charity Navigator, a nonprofit watchdog group. Less than 12 percent of the charities rated by Charity Navigator have received two consecutive four-star evaluations. As such, Teach For America outperforms most U.S. charities in carrying out its mission in a fiscally responsible manner.

Our budget reflects the expenses which TFA-NJ expects to incur to recruit, select, train, support, and provide professional development to corps members. These costs include the salaries and direct costs of our operations, as well as the proportional costs associated with bringing corps members to New Jersey

Narratives

and supporting our program. Our proposed budget is based on the size of our corps for the 2010-11 school year and includes the regional portion of costs associated with recruitment, selection, and training, as well as local management costs. Budget management is implemented and overseen on both a regional and national level and is subject to an annual independent audit.

Our cost per corps members is approximately \$20,000, which is lower than a number of community based programs addressing issues facing under-resourced communities. This figure is the level of funding necessary to recruit and train outstanding corps members, and evaluate their progress in a system that has currently has no way of linking teacher effectiveness to student achievement. We diversify our funding sources, so that we are not reliant on federal funds, and -- based on our 19 year history -- we are confident that are costs are necessary to effectively implement our program.

Evaluation Summary or Plan

In order to ensure that Teach For America-New Jersey (TFA-NJ) is having a lasting positive impact on the communities we serve and meeting our communities' needs, TFA-NJ plans to evaluate our program through the method described below. Because our annual Corporation award amount is less than \$500,000 annually, we are not required to conduct an independent evaluation; however, we embrace the opportunity for rigorous independent evaluation, together with our extensive ongoing internal evaluation process, and plan to continue pursuing these opportunities at the national level in the future. Our evaluation methods will be to evaluate our program through an independent survey of principals at the schools in which we place our members.

We seek to partner with independent evaluators for this study to ensure that the methods used will reliably address the research questions and support conclusions drawn from the data gathered. By engaging an independent firm in the administering of the survey and the collection of the survey results, we ensure that our evaluator is an external party who has no formal or personal relationship with, or

Narratives

stake in, TFA. In the past, we have effectively partnered with the independent firm Policy Studies Associates, and we have found that our district and university partners, as well as our foundation, corporate, individual, and community supporters, view the data collected as a compelling indicator that our teachers are well trained and able to meet our communities' needs.

For our previous grant cycle, TFA-NJ employed Policy Studies Associates to conduct an independent survey of principals in schools that employ our corps members. These principals are surveyed as to the effectiveness of our corps member, and the extent to which our member affect student achievement. The most recent survey was completed in July 2009. As evidenced by the striking statistics that follow, principals express a very high level of satisfaction with TFA-NJ corps members. They continue to report that TFA-NJ teachers are well-prepared and have a significant and positive impact on their schools and on student achievement.

New Jersey Results:

- Overall Satisfaction with the Teach For America Teachers at their School: 90%
- Have the Teach For America Teachers in Your School Made a Positive Difference in the School Environment? (Percentage responding "Yes"): 90%
- Overall Impact of Teach For America Teacher(s) in the School On Student Achievement (% Responding "Excellent " or "Good"): 63%
- Overall Rating of Teach For America Teacher(s) in the School Compared to Other Beginning Teachers (% rating teachers average or above): 95%
- Rating of the Impact of Teach For America Teacher(s) in the School On Student Achievement Compared to Other Beginning Teachers (% rating teachers average or above): 95%
- Rating of the Impact of Teach For America Teacher(s) in the School On Student Achievement Compared to the Overall Teaching Faculty (% rating teachers average or above): 90%

Narratives

- Rating of the Impact of Teach For America Teacher(s) in the School On Student Achievement

Compared to the Overall Teaching Faculty (% rating teachers above average): 43%

- Rating of the Preparation of Teach For America Teacher(s) in the School Compared to Other Beginning

Teachers: (% rating preparation as average or above): 90%

Amendment Justification

N/A

Clarification Summary

FY11 Application

Budget Clarification

2. Section I-E Supplies: Expenses that are included in the budget are prorated based on the FTE included in the grant divided by the total FTE in the region. This allocation has been reduced due to the reduction in the consideration amount.

3. Section I-I Other Program Operating Costs: Expenses that are included in the budget are prorated based on the FTE included in the grant divided by the total FTE in the region. This allocation has been reduced due to the reduction in the consideration amount.

4. Section I-F Contractual and Consultant Services: Learning Team Leaders are veteran, non-corps member teachers who provide workshops for corps member professional development and support after hours. They are paid a contract rate and are not budgeted staff.

5. Section I-I Other Program Operating Costs Criminal Background Checks: Teach For America has a current Alternative Search Protocol (ASP) in place with the Corporation approving our corps members to cover the cost of the FBI criminal history check. We have included a copy of this approved ASP and request your review for Teach For America New Jersey. In addition, Teach For America submitted an

Narratives

ASP to CNCS on December 23, 2010 in preparation for the new requirements to the criminal history check regulations outlined by the Serve America Act effective on April 21, 2011. In our ASP, we propose a continuation of our current criminal history check procedure, in which NSOPR and FBI fingerprint checks are conducted on all corps members and grant-funded staff prior to the start of our enrollment in AmeriCorps. The Teach For America New Jersey state grant was specifically included in this ASP request. We are awaiting a response from CNCS on our ASP for 2011.

Given our admissions cycle we have already begun conducting Criminal History Checks on our incoming 2011 corps members (we have 5 application deadlines: 1DL, 2DL, 3DL, 4DL, 5DL) . Our 2011 Criminal History Check policy states that all corps members must be checked against the National Sex Offender Public Registry (NSOPR) database prior to AmeriCorps enrollment. In addition, an FBI fingerprint check must be initiated on all corps members no later than their enrollment in AmeriCorps. Any corps member with a pending FBI check at the time of our 30-day AmeriCorps enrollment will be prohibited from AmeriCorps enrollment until their check is completed. Alternatively, any corps member enrolled in AmeriCorps with a pending FBI check must be accompanied by a supervisor while teaching students until their check is returned and cleared. Supervision must be well documented to ensure full compliance with AmeriCorps regulations.

7. Section II Member Support Costs: Our corps members are professional corps members and therefore do not receive workers compensation and health care from Teach For America.

Programmatic Clarification

8. Application narrative and performance measures have been adjusted to reflect 90 corps members.

9. Application has been examined for length. If the front page, budget, performance measures,

Narratives

clarification summary and continuation changes are not included, then our original application is 25 pages.

10. Executive Summary has been revised.

11. Before the start of the program, NJ members go to NY and run a summer school program for 'thousands of children'. In afternoons and evenings they participate in professional development workshops. Please discuss if there are there possibilities of providing academic summer support in NJ? Estimate the number of children in the NY program. Describe the impact of the summer program.

-- Teach For America currently has eight summer training institutes across the country. The purpose of these institutes is to provide on the ground training for our corps members prior to their regional placements. Our New York City institute is one of our training institutes. During the course of the summer our corps members serve approximately 40,000 students. Currently, we do not have a training institute in New Jersey, but, as we continue to expand the size of our corps, we will need to establish additional training institute sites. New Jersey could be one such site; however, no decisions have been made at this time.

12a. Please explain if this program focuses mainly on elementary school age students or high school students or if it is evenly divided.

-- We're projecting a fairly even distribution between elementary, middle grades, and high school. But if you count middle and high school together as "secondary", our numbers will be skewed towards a higher percentage in secondary.

12b. Please describe how many members will be teaching at each grade level.

-- Elem (K-5): 32 CMs (35% of total); Middle (6-8): 25 CMs (28%); High (9-12): 33 CMs (37%)

Narratives

12c. Describe approximately how members will be in each city. How many members are distributed to elementary, middle and high schools?

-- Elizabeth: 12; Passaic: 20; Paterson: 12; Newark: 100. Again, these are for 144 total. For 90 total: Elizabeth: 7 CMs, Passaic: 13 CMs, Paterson: 7 CMs, Newark: 63 CMs. Also same percentage breakdown Elem, MS, and HS as above

12d. What percent of the member- teachers will be selected to reinforce STEM capacities in science as well as math?

-- Projected number of STEM: 36 CMs (of 90).

13. Members recruited and engaged 694 non- AmeriCorps volunteers in 2010. Please address why the volunteer rate is projected to be 250 volunteers for this year which is much less than the prior year. Confirm that the volunteers are non-duplicated, and describe how the program knows that volunteers are counted only once per year.

-- In 2010 we worked very hard to increase our volunteer generation to meet grant requirements. As a result, we were able to recruit 694 volunteers. However, our program's priority is to have our corps member affect student achievement. We found we were redirecting resources toward volunteer generation that otherwise would have been spent on corps member training and support. Although volunteers are an important piece of affecting student achievement, we felt a goal of 250 was more in balance with programmatic priorities. Additionally, we opted into the uniform performance measures, which focuses (in part) on student achievement.

Volunteers information is collected through volunteer logs our corps members collect to ensure non-duplication.

Narratives

14. Please provide more detail about the roles of the volunteers, such as the type of activities in which they will engage the students and how this volunteer intervention supplements the teaching component of the project.

-- Teach For America engages in a robust volunteer generation effort. We have focused our energies on three main areas, which includes recruiting volunteers -- particularly parents of low-income students who historically have not been sufficiently engaged in their community schools -- to serve the schools and classrooms where our corps members teach. We have long recognized the importance of involving families in their children's education, and an important part of corps member training is helping corps members internalize strategies for engaging family members and other volunteers in a formal school/classroom relationship. Our teachers engage volunteers in tutoring activities, reading hours, class project planning and supervision and more.

15. The introduction suggests that the teachers of New Jersey are not highly qualified. Is teacher capacity the issue or do students present numerous factors that don't lead to excelling in schools?

-- As a professional corps program, TFA-New Jersey addresses the problem of educational inequity by recruiting and placing qualified participants as teachers in communities that lack an adequate number of such professionals. We do this in two ways. First, our corps members often fill teaching positions in high-need subject areas and schools, which districts often find difficult to fill. Second, TFA provides low-income schools with candidates commensurate to those teaching in the world's top performing school systems. We believe that "lacking an adequate number of such professionals" does not just refer to communities that simply do not have enough candidates, but also to communities that do not have a pool of highly-qualified candidates.

Research consistently demonstrates that high-quality teaching is the most important factor in student

Narratives

learning; effective teachers have a significant impact on children's life prospects (The Real Value of Value Added" Education Trust, 2004, citing multiple studies). Despite this evidence, low-income students are less likely to get effective teachers in their classrooms than wealthier students; they are far more likely to have teachers who scored poorly on college and licensure exams (All Talk, No Action: Putting an End to Out-of-Field Teaching," Education Trust, 2002). Low-income communities have a higher than average need for highly-effective teachers; these communities often lack a sufficient supply relative to the level of need.

A recent McKinsey study of the world's top performing school systems reveal that 100% of their teachers come from the "top third+" of college students. In the U.S. only 23% come from the top third; 14% in high poverty schools. The "top third+" refers to those students that are in top third academic cohort, and are rigorously screened for other qualities believed to be predictors of successful teachers -- perseverance, ability to motivate others, passion for children, and organization and communication skills. These skills form the "plus" in the "top-third+" term coined by McKinsey ("Closing the Talent Gap: Attracting and Retaining top-third graduates to careers in teaching," McKinsey & Company, Social Sector Office, 2010). TFA brings exactly these types of candidates to low-income schools. The average GPA for 2010 TFA corps members is 3.6, with SAT scores in the 94th percentile, and our extensive interview process screens all applicants for these "plus" characteristics.

AmeriCorps is crucial to our efforts as it allows us to bring in qualified corps members from all communities including people that would not otherwise be doing this work. Specifically our growing number of corps members from low-income backgrounds depend on the education award, loan forbearance and interest accrual payments to make joining the corps an economically viable option.

16. In signing the certifications and assurances regarding displacement, you certified that no member

Narratives

will be placed into a position for which a recently resigned or discharged employee has recall rights as a result of a collective bargaining agreement, from which a recently resigned or discharged employee was removed as a result of a reduction in force, or from which a recently resigned/discharged employee is on leave or strike. Do you feel confident that you can make that assurance, understanding that if we receive notice that a member has been placed in such a position, we may consider it a material noncompliance and have grounds to reduce funding to or terminate the program?

-- Yes, we feel confident that we are in compliance with this provision. Please see question #17 for additional context.

17. Please describe how your site selection and placement process ensures that AmeriCorps members won't be placed in positions that were recently occupied by paid staff

-- Teach For America-New Jersey works with school district leadership to fill new and vacant positions through their routine hiring processes. Because Teach For America-New Jersey is a professional corps, our corps members are hired employees of the school districts/charter network in which they work. Therefore, our corps members do not displace hired employees because they are hired employees.

18. Background checks and FBI were listed for eight new staff. (Is all the staff new?) Please note that the criminal history checks are not required for existing, continuous staff / employees that successfully ¿passed¿ all requirements in the preceding year.

-- We have adjusted our budget to account for the actual number of staff background checks we need.

19. Please send a separate follow-up email on the Alternate Search Protocol process that has been in process at CNCS since December 23, 2010 to ensure that the review has not been inadvertently detained.

Narratives

-- After submitting our ASP on 12/23/10, we have sent a follow up email on 2/16/2011, 4/7/11, and 5/10/11 (in response to this clarification item).

In February, Senior Grants Officer Doug Godesky responded to our email assuring us that our ASP request is at the top of the pile, but he has other pressing projects that were taking up some time. We have not yet received a response from our recent email requests. We have worked with Doug in the past on other ASPs and have found him very responsive, so we are not concerned that it has been inadvertently detained. However, we would appreciate any additional guidance on furthering our request.

20. In signing the certifications and assurances regarding displacement, you certified that no member will be placed into a position for which a recently resigned or discharged employee has recall rights as a result of a collective bargaining agreement, from which a recently resigned or discharged employee was removed as a result of a reduction in force, or from which a recently resigned/discharged employee is on leave or strike. Do you feel confident that you can make that assurance, understanding that if we receive notice that a member has been placed in such a position, we may consider it a material noncompliance and have grounds to reduce funding to or terminate the program?

-- Yes, we are confident that we are in compliance with this requirement. In districts where there are collective bargaining agreements in place, these agreements govern the ways in which districts hire new teachers, including Teach For America teachers. Because Teach For America works with school district leadership to fill new and vacant positions through the district's routine hiring processes, our teachers operate within the structures set up by the collective bargaining agreement. We do not receive any special hiring arrangement beyond those permissible by collective bargaining agreements.

Narratives

Organizational Capacity:

- To help us more effectively manage this grant we have created a new position, Manager of Grants and Compliance, which now appears on our budget. This position will be responsible for managing the programmatic aspects of this grant, which include: reporting, file and paperwork management, attending required trainings, providing AmeriCorps trainings, and working with our finance team to manage the budget.

FY10 Application

Programmatic Clarification

1. Criminal History Check Requirement: Criminal history checks are required for all new grant funded staff and AmeriCorps members. A detailed description of the requirements can be found at: <http://www.nationalservicerresources.org/criminal-history>. Please reconfirm that you will conduct criminal history checks on all new grant funded staff (in addition to the members in budget) Alternatively, please explain how these costs will be covered.

All grant-funded staff will receive criminal history checks. There are three new grant funded staff members that are scheduled to receive a criminal history check (the rest received criminal checks last year). These are \$18 per background check and have been added to the submitted budget. Staff criminal background checks are conducted by the FBI - Criminal Justice Information Services Division. Staff members are fingerprinted by a local, county or state law enforcement agency. These fingerprints are then submitted to the FBI CJIS Division -- Record Request for a full background check.

Teach For America conducts all sex offender registry checks for both corps members and staff in our regional office at no cost through the US Department of Justice National Sex Offender Public Website.

Narratives

Corps member criminal background checks are conducted by the FBI - Criminal Justice Information Services Division. Corps members are fingerprinted by a local, county or state law enforcement agency. These fingerprints are then submitted to the FBI CJIS Division ? Record Request for a full background check. Corps members must not only undergo an FBI background check, but they must also have proof that they have cleared the background check before working with students.

2. Please establish need in communities other than Newark.

We will look to place corps members in Newark and Passaic. Passaic City Schools was identified by the State of New Jersey as one of the "Districts Identified for Improvement" for the 2009-10 school year (NJ Dept of Ed). In Passaic, nearly half of all high school students are not meeting the state's minimum requirement for proficiency in mathematics, and 31 percent are not proficient in language arts literacy. According to the state testing data, 70 percent of all elementary students are failing the Language Arts minimum requirement and 47 percent are failing the math requirement. 57 percent of middle school students are not proficient in math, and 51 percent are not proficient in language arts literacy. (NJ Dept of Ed). Over 16,000 students attend Passaic City Schools (Passaic City Schools, 2009) and according to the U.S. Census Bureau (1999) 21.2 percent of families there live below the poverty line.

3. Performance Measures Please have the Teach for America complete performance measures in the AmeriCorps eGrants application. This includes selecting Issue Areas, Service Categories and Priority areas. Applicants must also submit an aligned performance measure for their primary service activity.

We will be participating in the National Performance Measurement.

Narratives

Budget Clarification

1. Staff and Member Travel:

a) Please adjust the calculation for staff travel and correct mileage calculation. Mileage cannot exceed \$.50 per mile.

Adjusted in eGrants.

2. Please clarify the meaning of 60% allocation for staff travel, office supplies, consultants, orientation communication, and utilities line items.

See below for explanation.

3. Clarify the meaning of the 35% allocation for rent and explain why this is allocated at a different rate than other expenses.

See below for explanation.

4. Contractual and Consultant Services:

a) Please clarify the 60% allocation in this line item.

See below for explanation.

b) Please clarify the roles and responsibilities of learning team leaders.

A specialist that will provide targeted classroom management and lesson execution strategies to first year corps members on an ongoing basis. Learning Team meetings take place once per month on

Narratives

Saturdays.

5. Staff and Member Training:

Please clarify the 60% allocation in this line item.

See below for explanation.

6. Other Program Operating Costs:

Please clarify the 35% and 60% allocation in this section.

See below for explanation.

7. Section I-I

Please itemize travel costs for CNCS-sponsored meetings.

Now itemized within the budget.

8. Section III: Match and Source Funds:

Please align the "Source of Match total and the Grantee share total. They are not identical. (Please do not change the total of the award at all.)

Now adjusted to reflect an identical match.

9. Please clarify your cost per MSY. It is unclear why the Teach for America- NJ application's cost per MSY is higher than the National TFA cost per MSY.

Narratives

Teach For America's cost per corps member is essentially constant across the country (with a few differences between regions). The primary variable is the private fundraising opportunity in each region, which causes the variance in cost/MSY between multi-state and single state applications.

State AmeriCorps funding in New Jersey covers the costs directly related to supporting corps members in New Jersey. TFA-NJ works to raise as close to 100% of our regional costs locally, but does not have the regional capacity to raise as much per corps member as the national organization. Therefore, State AmeriCorps is a valuable funding resource in this context, and TFA-NJ does so by requesting a higher cost/MSY.

TFA's cost per corps member is approximately \$22,000. Therefore in either the multi-state or single-state instance, AmeriCorps funding only covers a portion of the cost associated with supporting our corps members, and regions raise the rest through a combination of public and private grants.

Additionally, please note that we do not anticipate filling the 100 slots that we originally applied for, and instead would like to apply for 90 slots.

** Allocation explanation:

The costs allocated at 60% and/or 35% is the portion Teach For America has identified to be allocatable based on the corresponding members on the grant. Since nearly all of Teach For America-Newark corps members are members this grant, the percentage allocatable is almost 100%. However, using this entire allocation is not needed, so a slightly less allocation is utilized that is permissible by this grant.

Narratives

AmeriCorps gear addition to the budget:

Costs for pins: \$2.50 per pin x 90 members = \$225.

Notes:

- 1) The total has been dropped to \$225,000 to reflect the drop in requested slots to 90.
- 2) The background check for new staff has been addressed in the clarification summary portion and reflected in the budget.

Corps member criminal background checks are conducted by the FBI - Criminal Justice Information Services Division. Corps members are fingerprinted by a local, county or state law enforcement agency. These fingerprints are then submitted to the FBI CJIS Division ? Record Request for a full background check. Corps members must not only undergo an FBI background check, but they must also have proof that they have cleared the background check before working with students.

- 3) I was unable to change the application from ?New? to ?New/Previous Grantee?. I looked in the Applicant Info and Application Info sections and did not find the option to change this. Is this possible to change without starting a completely new application?
- 4) The expansion to Elizabeth portion has been removed. It is not certain that we will be placing corps members there next year and so we are removing this section altogether. The higher cost per MSY has been addressed in the clarification summary section.
- 5) We have added AmeriCorps gear to the budget which is described in the clarification summary section.

Continuation Changes

YEAR TWO

REQUEST FOR EXPANSION

Teach For America-New Jersey (TFA-NJ) is requesting an additional 40 full-time member slots for the 2011-2012 program year, added to the 90 slots awarded in the 2010-2011 year, for a total of 130 full-time

Narratives

slots.

With the support of an expanded State Competitive AmeriCorps grant, TFA-NJ will amplify our impact on students in New Jersey by expanding to new sites -- Paterson -- and growing in our three existing regions -- Newark, Passaic, and Elizabeth. The problem of educational inequity demands nothing less. According to data from the National Assessment of Educational Progress, nine-year-olds in urban and rural areas are three grade levels behind nine-year-olds in affluent neighborhoods; only half of ninth graders in urban and rural areas will have graduated four years later, and those who do graduate perform at the academic level of eighth graders in high-income communities.

Educational inequities in New Jersey are particularly jarring. In Newark, a current placement site, 90% of high school graduates that pursue post-secondary education end up in remedial math and reading courses. Only 28% of middle school students and 32% of high school students pass the state language arts and math tests, compared to statewide averages of 78% and 87% on these same tests (Newark Public Schools, Department of Education, No Child Left Behind, 2008).

Consider Columbia High School in South Orange, and Westside High School in Newark. Despite being separated by less than four miles, the differences in these two areas are jarring:

 Residents in the South Orange Maplewood School area have a per capita income of \$41,035, and about 1.9% of families are below the poverty line

(http://en.wikipedia.org/wiki/South_Orange,_New_Jersey). In stark contrast, 25.5% of families in Newark are below the poverty line, and the per capital income is approximately \$13,000

(http://en.wikipedia.org/wiki/Newark,_New_Jersey).

 Nearly 90% of students at Columbia in South Orange score "Proficient" or "Advanced Proficient" on the Language Arts portion of the assessment students must pass in order to graduate;

Narratives

nearly 80% on the mathematics portion. At Westside High in Newark, only 38% of students score "Proficient" on the Language Arts state assessment and 25% score "Proficient" on the mathematics portion. In 2008-09, not one student scored "Advanced Proficient" on either assessment.

83% of students at Columbia take the SAT exam, and the average scores on the Math, Verbal, and Essay sections are all above the state average. Only 46% of West Side students take the SAT, and the average scores on the Math, Verbal, and Essay sections are each about 150 points below the state average (New Jersey Department of Education).

TFA-NJ seeks to grow our corps to increase our impact in closing the achievement gap that exists in Newark between low-income students and their peers in wealthier communities.

In addition to expanding in our current regions, we are exploring Paterson, NJ as a possible placement site for the 2011-2012 school, as it demonstrates a significant gap in academic achievement between higher and lower income areas. While we are still in the preliminary stages, Paterson offers school district and community support, the opportunity to place corps members across a full range of subjects and grade levels, and the opportunity to raise local funds to sustain our program in the city.

Located 18 miles west of New York City, Paterson Public Schools is the third largest school district in New Jersey and has approximately 24,000 students in preschool to grade 12. Fifty-seven percent of the student population in Paterson is Hispanic; 35% are African-American and approximately 10% are of Middle Eastern or Asian descent.

Paterson Public School district is one of 31 Abbott districts. Abbott districts are school districts in New Jersey covered by a series of New Jersey Supreme Court rulings, that found that the education provided to school children in poor communities was inadequate and unconstitutional and mandated that state

Narratives

funding for these districts be equal to that spent in the wealthiest districts in the state. The per capita income for the city is approximately \$13,000, and about 19.2% of families live below the poverty line (http://en.wikipedia.org/wiki/Paterson,_New_Jersey#cite_note-GR2-2).

Only 33% of Paterson High School students are proficient on Math High School Proficiency Assessment and 51% proficient on the English Language High School Proficiency Assessment.

([http://education.state.nj.us/rc/rc09/dataselect.php?datasection\[2\]=performance&c=31&d=4010&s=030<=CD&st=CD](http://education.state.nj.us/rc/rc09/dataselect.php?datasection[2]=performance&c=31&d=4010&s=030<=CD&st=CD))

We see evidence every day in classrooms across New Jersey that when students in low-income communities are given the educational opportunities they deserve, they excel. It is this -- the clear potential of students -- that makes the disparities in educational outcomes so unconscionable and fuels our desire to place corps members in Paterson Public Schools and our expansion request.

Education research proves that providing high-quality teachers to the communities that need them most is fundamentally important in closing the achievement gap ('Good Teaching Matters,' Education Trust; 'Quality Counts 2003,' Education Week). One recent study by prominent education theorists concluded that 'having a high quality teacher throughout elementary school can substantially offset or even eliminate the disadvantage of low socio-economic background' (Rivkin, Hanushek and Kain, 'Teachers, Schools and Academic Achievement,' 2002).

TFA-NJ provides high-quality teachers to low-income schools. A new study from the University of North Carolina (UNC) compares the effects on student achievement of graduates from the UNC teacher-preparation system with teachers from other pathways, including Teach For America. At every grade level and subject studied, students taught by Teach For America corps members did as well as or better

Narratives

than those taught by traditionally prepared UNC graduates. (Impacts of Teacher Preparation on Student Test Scores in North Carolina: Teacher Portals, (Gary T. Henry and Charles L. Thompson, 2010)

The state of Louisiana conducts similar studies of its teacher preparation programs based on the test score gains of students taught by program participants. The state studied seven teacher certification programs, including participants in the practitioner teacher program, the vast majority of who are TFA corps members. The study reached two interesting conclusions regarding TFA teachers. First, TFA teachers effected greater gains in math, reading and language arts than any other new teachers in the state. Second, our teachers effected greater gains in these core subjects than veteran teachers with two or more years of experience.

Reinforcing these findings, in 2009 the Urban Institute released a study on the impact of TFA a teachers on high school students, and found that students taught by our corps members advanced more in a year than students taught by other teachers in the same schools.

It is for these reasons that we believe our expansion in New Jersey is essential to improving educational outcomes for students in low-income communities.

TFA-NJ has experienced placement challenges during the previous three year grant cycle. We made ambitious expansion projections in 2006, when writing performance measures for our last 3 year grant cycle. These expansions did not materialize because cities across the state experienced crippling budget cuts and financial strains causing reductions in the work force across numerous school districts, impacting our ability to place corps members at the level we had planned.

We worked diligently to mitigate the impact of these challenges on our ability to place outstanding

Narratives

AmeriCorps members in high-need classrooms across New Jersey. By doing so we successfully increased our presence in charter schools, and expanded to surrounding communities like Passaic and Elizabeth, where we now have 19 corps members serving students in high-need schools.

We believe the 2011-2012 school year will be different for several reasons. A number of positive economic, political and educational indicators have all converged to make an expansion in corps size a reality in 2011-2012. More specifically:

• Acting Commissioner of Education, Rochelle Hendricks, along with other key community stakeholders have endorsed TFA-NJ's partnership with the Paterson School District and is helping to provide possible expansion opportunities there by way of introductions to the Superintendent of Paterson Schools;

• TFA-NJ is proactively engaging with both the outgoing Newark Public Schools (NPS) administration and the Mayor's office to firm up TFA-NJ placement commitments with signed Memorandums of Understanding. Both Mayor Booker and Newark Advisory School Board President, Shavar Jeffries, are steadfast supporters of TFA-NJ and view our pipeline of leadership at the classroom, school, and district levels as critical to ushering in their ambitious education reforms for the city. Each has expressed a personal commitment to ensuring that the new NPS leadership grow TFA-NJ's presence in the district beginning next school year and building in out-years.

• Continued partnership with the Newark Charter School Fund to expand charter placements in the 2011-2012 school year;

• Finally, TFA-NJ is confident that the recent donation of \$100 million by Facebook chief executive and founder, Mark Zuckerberg, to Newark's public schools, in conjunction with Governor Chris Christie's plans to give Newark's mayor a major role in choosing a new superintendent and redesigning the school system, are strong indicators of reform within the beleaguered school district.

We feel uniquely positioned to serve as a dedicated pipeline of new talent into the district commensurate

Narratives

with the reform efforts underway. .

With the addition and expansion of sites and the unprecedented opportunity to bring more high-quality teachers into our nations' neediest classrooms, TFA-NJ seeks to expand our State Competitive AmeriCorps grant to include corps members across Northern New Jersey. Full-time education awards are critical to our members' success. This is particularly true as our corps becomes more diverse. Currently, 28% of our corps members self-identify as coming from a low socioeconomic background, and may not have the additional support needed to offset loan payments and certification costs. Our corps members often use their education awards to counterbalance the cost of attaining the required certification and licensure, and many corps members depend on the loan forbearance and interest accrual payments afforded to AmeriCorps members.

As a professional corps we do not provide housing or living stipends to our members. Members receive a first year teacher's salary, which they use to support themselves. Most of our members join the corps immediately after college, and begin paying their loans during their first year of teaching. Although salaries vary depending on region and cost of living within that region, first year teachers' salaries are generally low. Often the cost of loan payments puts additional stress on our corps members; loan forbearance and interest accrual payments relieve some of this pressure and allow our members to concentrate more fully on their service.

Additionally, full time enrollment in AmeriCorps accurately reflects our members' service as full-time teachers, with numerous responsibilities, who work long hours throughout the year.

TFA-NJ corps members work to ensure a brighter future for our nation's youth in both the short and long-term. In the short term, they work to advance students further in an academic year than they would

Narratives

otherwise be expected to advance, raising their educational prospects and putting them on a different track in life. In the long-term, TFA-NJ cultivates and supports a growing base of alumni working to address educational inequity from all sectors particularly school leadership.

ENROLLMENT

In the last completed program year (2009-2010), as well as the current program year (2010-2011) TFA-NJ filled 100% of the slots on our State Competitive grant.

In 2008-2009, TFA-NJ experienced enrollment challenges and we filled 86 out of a total 98 awarded slots, resulting in an enrollment rate of 87.8%. As we discuss in the performance measures section, failure to fill all the slots in a timely manner was due to unexpected changes in the Camden landscape and the difficulty we faced in placing corps members there. Beginning in 2006, the Camden City Public Schools (CCPS) experienced significant budgetary challenges that limited the employment of additional instructional staff. TFA-NJ had to scale down placement from 40 corps members in 2005 to 15 in 2006 and 12 in 2007. We worked with the CCPS administration to re-establish a full placement presence of 25-30 corps members which would have allowed us to fill all 98 slots in 2008-2009, however we were not able to do so.

While Teach For America placement projections are historically very accurate, we did not predict that it would become difficult to place corps members in Camden and could not fill all 98 slots.

Therefore, our request for MSYs was based on our best estimate of the number of slots we will need. Since then, however, we have demonstrated marked improvement as indicated above with 100% enrollment rate in the past two program years. We expect that our current request will have an even higher level of accuracy, leading to a higher rate of enrollment.

Narratives

RETENTION

Teach For America's retention rate for the 2009-2010 school year was 97%, and retention rate of 94% currently for the 2010-2011 program year. These rates are markedly higher than the estimated average retention for first-year teachers in low-income communities in general (82%) and the overall average for all first-year teachers regardless of school setting (86%) ("No Dream Denied: A Pledge to America's Children" (2003) National Commission on Teaching and America's Future. Washington, D.C.).

As full time teachers in high-need schools, our corps members work long hours in highly stressful situations both in and outside of school. Our corps members combat the myriad of problems facing under served schools, operating with a strong sense of possibility and energy to succeed despite many obstacles.

Although TFA-NJ's retention rate is higher than the national average, we are constantly working to improve our program and thus our retention rates. We work vigorously to improve our selection process to make sure we are selecting members who will relentlessly pursue our mission in the face of steep odds. Additionally, we regularly survey our members as to their satisfaction with their initial training as well as the support they receive regionally throughout the year.

Performance Measures

SAA Characteristics

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

Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas 90

Service Categories

Other Education Primary Secondary

n/a

Service Category: Other Education

Measure Category: Needs and Service Activities

Strategy to Achieve Results

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

n/a

Results

Result: Intermediate Outcome

n/a

Indicator: n/a

Target: n/a

Target Value: 0

Instruments: n/a

PM Statement: n/a

Prev. Yrs. Data n/a

Result: End Outcome

n/a

Indicator: n/a

Target: n/a

Target Value: 0

Instruments: n/a

PM Statement: n/a

Prev. Yrs. Data n/a

Result: Output

n/a

Indicator: n/a

Target: n/a

Target Value: 0

Instruments: n/a

PM Statement: n/a

Prev. Yrs. Data n/a

National Performance Measures

Priority Area: Education

Performance Measure Title: ED1: Number of unduplicated students who start in an AmeriCorps education program

Service Category: Other Education

Strategy to Achieve Results

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

Teach For America-New Jersey uses an internal tracking system to track the number of students each corps member teaches.

Result: Output

Result.

Teach For America-New Jersey estimates that 4,050 students will complete the year in our corps members' classrooms.

Indicator: (PRIORITY) ED2: Number of students who complete an AC ED program.

Target : Teach For America-New Jersey estimates that 4,050 students will complete the year in our corps members' classrooms.

Target Value: 4050

Instruments: Teach For America-New Jersey uses an internal tracking system to track the number of students each corps member teaches.

PM Statement: Teach for America-New Jersey will use an internal tracking system to track the number of students who complete the year being taught by Teach For America-New Jersey corps members, estimating that this will be 4,050 students.

Result: Output

Result.

Teach For America-New Jersey estimates that 4,500 students will start the year in our corps members' classrooms.

Indicator: ED1: Students who start in an AC ED program.

Target : Teach For America-New Jersey estimates that 4,500 students will start the year in our corps members' classrooms.

Target Value: 4500

Instruments: Teach For America-New Jersey uses an internal tracking system to track the number of students each corps member teaches.

PM Statement: Teach For America-New Jersey will use an internal tracking system to track the number of students being taught by Teach For America-New Jersey corps members, estimating that this will be 4,500 students.

Result: Intermediate Outcome

Result.

Teach For America-New Jersey estimates that 2430 students will make improved academic achievements of at least one year's worth of growth in one academic year or grade-level sufficient mastery of content standards.

Indicator: ED15: Students with improved academic performance.

Target : 2,430 students will make improved academic achievements of at least one year's worth of

National Performance Measures

Result.

growth in one academic year or grade-level sufficient mastery of content standards.

Target Value: 2430

Instruments: Teach For America-New Jersey uses an internal tracking system to track the academic achievement that is made by the students taught by our corps members.

PM Statement: Teach For America-New Jersey will use an internal tracking system to determine students that will make either at least one year's worth of growth or grade-level sufficient mastery of content standards, with 2,430 students.

Priority Area: Education

Performance Measure Title: ED12: Number of unduplicated AmeriCorps members who begin serving as teachers through a Teacher Corps program

Service Category: Other Education

Strategy to Achieve Results

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

Teach For America-New Jersey uses an internal tracking system to track the number of corps members placed as teachers.

Result: Output

Result.

Teach For America-New Jersey will place 90 AmeriCorps members as teachers in high-need public schools.

Indicator: ED14: Individuals teaching in high-need schools.

Target : Teach For America-New Jersey will place 90 AmeriCorps members as teachers in high-need public schools.

Target Value: 90

Instruments: Teach For America-New Jersey uses an internal tracking system to track the number of corps members who teach in high-need public schools.

PM Statement: Teach For America-New Jersey will use an internal tracking system to track the placement of 90 AmeriCorps members as teachers in high-need public schools

Result: Intermediate Outcome

Result.

Teach For America-New Jersey estimates that 30 former AmeriCorps members will remain teaching in the year after term of service.

Indicator: (DELETED) ED16: Teachers in schools in the year after service

Target : Teach For America-New Jersey estimates that 30 former AmeriCorps members will remain teaching in the year after term of service.

Target Value: 30

Instruments: Teach For America-New Jersey uses an internal tracking system to track the number of alumni (former AmeriCorps members) who continue teaching in public schools in the year after their term of service.

National Performance Measures

Result.

PM Statement: Teach For America-New Jersey will use an internal tracking system to track the number of alumni (former AmeriCorps members) who continue teaching in public schools in the year after their term of service, an estimated 30 members.

Result: Output

Result.

Teach For America-New Jersey estimates that 86 AmeriCorps members complete their service as teachers.

Indicator: ED13: AmeriCorps members who complete serving as teachers.

Target : Teach For America-New Jersey estimates that 86 AmeriCorps members complete their service as teachers.

Target Value: 86

Instruments: Teach For America-New Jersey uses an internal tracking system to track the number of corps members who complete serving as teachers.

PM Statement: Teach For America-New Jersey will use an internal tracking system to track the number of corps members who complete their year of service as teachers, estimating that 86 will do so.

Result: Output

Result.

Teach For America-New Jersey will place 90 AmeriCorps members as teachers.

Indicator: ED12: AmeriCorps members who begin serving as teachers.

Target : Teach For America-New Jersey will place 90 AmeriCorps members as teachers.

Target Value: 90

Instruments: Teach For America-New Jersey uses an internal tracking system to track the number of corps members placed as teachers.

PM Statement: Teach For America-New Jersey will use an internal tracking system to track the placement of 90 AmeriCorps members as teachers.

Result: Intermediate Outcome

Result.

Teach For America-New Jersey estimates that 30 former AmeriCorps members will remain in the education field after their term of service.;

Indicator: ED17: Teachers remaining in education field but not teaching after service.

Target : Teach For America-New Jersey estimates that 30 former AmeriCorps members will remain in the education field after their term of service.;

Target Value: 30

Instruments: Teach For America-New Jersey uses an internal tracking system to track the number of alumni (former AmeriCorps members) who continue remain in the education field after their term of service.

PM Statement: Teach For America-New Jersey will use an internal tracking system to track the number of alumni (former AmeriCorps members) who remaining in the education field in the year after their term of service, an estimated 30 members.

Required Documents

Document Name

Status

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable