



## Narratives

### Executive Summary

The New Teacher Project (TNTP) will recruit, select, and train recent college graduates and mid-career professionals to teach full-time in high-need schools across the country. AmeriCorps members will teach shortage subject areas; work to raise student achievement; incorporate service learning into their curriculum; and recruit volunteers for their classrooms. Over three years, AmeriCorps members will have a direct impact on approximately 328,000 high-need public school students.

### Rationale and Approach

#### EXECUTIVE SUMMARY

The mission of The New Teacher Project (TNTP) is to end the injustice of educational inequality by providing excellent teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom. Since 1997, TNTP has recruited more than 37,000 teachers, including 2,099 in 2009 alone. TNTP proposes to advance this mission and address the needs outlined above by using AmeriCorps funding to recruit, select, train, certify and evaluate teachers who: 1) work in high-need school districts; 2) teach in shortage subject areas; and 3) participate in programs that identify and retain teachers who have demonstrated effectiveness in raising student achievement.

These activities align with AmeriCorps education priorities. TNTP will participate in the AmeriCorps National Performance Measures Pilot. Performance Measure 15 for Teacher Corps programs requires that programs collect data on the "number of students in AmeriCorps teacher classrooms with improved academic performance." In 2009, TNTP began transitioning its programs toward a teacher effectiveness-focused model. By 2011, 60% of TNTP's Teaching Fellows will be recruited and trained by programs that require them to demonstrate effectiveness above a certain threshold; by 2015, this percentage will reach 100%.

## Narratives

Participating in the National Performance Measures Pilot will help TNTP gather data on student performance on an early timeline, thus ensuring that ongoing development of our models (e.g. teacher recruitment, selection, training, etc.) are made increasingly in response to data on student outcomes (e.g., ensuring that we place greater value on selection competencies that are predictive of a Fellows' ability to increase student achievement). More importantly TNTP's participation aligns two important priorities: 1) generate a robust data set across TNTP sites that will support AmeriCorps' efforts to develop effectiveness-based performance measures for all Teacher Corps programs in the future; and 2) identify and retain Fellows that demonstrate effectiveness consistent with our organizational definition (i.e., in a high-need school, an effective teacher consistently achieves average annual student growth of more than one year and ensures that at least 80% of students meet grade-level standards or are on track for on-time high school graduation). Aligning these priorities will help ensure that students in our highest need communities across the country achieve improved academic performance.

### A1. COMPELLING COMMUNITY NEED

Teacher quality matters more than any other school factor in student success or failure. But the students who need great teachers the most are the least likely to get them. High-poverty urban schools fight to hire the best possible teachers; however, they face frequent shortages of strong teachers in subject areas like math, science and special education.

According to the Education Trust, students in high-poverty schools are twice as likely to have teachers without certification or academic majors in their field. Four in 10 mathematics classes in high-poverty secondary schools are taught by out-of-field teachers. As a result, a persistent gap in academic achievement separates poor and minority students from White students. By the end of high school, African-American and Hispanic students read and do math at virtually the same level as eighth grade White students (NAEP 2004). On the 2007 NAEP Grade 8 reading exam, 46% of African-American

## Narratives

students and 43% of Hispanic students scored "below basic." The achievement gap is a national crisis in education, but research has shown that effective teachers can close the achievement gap

TNTP believes that placing high-quality, dedicated teachers in high-need classrooms gives children real opportunities to succeed. The districts targeted by our programs have high concentrations of families living in poverty as well as persistent academic challenges as demonstrated by graduation rates that fall well below the national average of 69.2%. For example, in Philadelphia, 27.7% of families with children under 18 years live in poverty and the city's graduation rate is 39.1% (U.S. Census; Editorial Projects in Education Research Center).

### Need for Effective Teachers

A 2006 analysis of Los Angeles public school data predicted that "having a top quartile teacher rather than a bottom-quartile teacher [ranked based on impact on student achievement] four years in a row would be enough to close the black-white test score gap" (Gordon, R., Kane, T., Staiger, D., 2006).

Effective teachers are the key to closing the achievement gap; yet both traditional and alternative certification programs consistently fail to take teacher effectiveness data into account when recruiting, selecting, training or certifying teachers. In 2009, TNTP published *The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness*. Though it is widely accepted that a teacher's effectiveness matters more than any other school factor in student success or failure, the report finds that school districts operate in a policy framework that assumes all teachers are the same. As a result, excellence goes unrecognized, development is neglected and poor performance goes unaddressed. It finds that although teachers and principals report poor performance in their schools:

- Less than 1% of teachers are officially identified as "unsatisfactory;"

- At least half of the 12 districts studied have not dismissed a single tenured teacher for poor

## Narratives

performance in the past five years;

-Almost 3 in 4 teachers did not receive any specific feedback on improving their performance in their last evaluation; and

-Instructional effectiveness almost never factors into critical decisions such as which teachers are hired, developed or retained.

By allowing ineffective teaching to continue and devaluing professional growth, this pervasive indifference to performance gambles with the lives of students and disrespects teachers.

### A2. DESCRIPTION OF ACTIVITIES AND MEMBER ROLES

#### Proposed Activities to Address Compelling Need

A grant from the Corporation for National and Community Service (CNCS) will help TNTP recruit, select, train, place, certify and retain excellent alternate route teachers who are committed to teaching critical subject areas such as math, science and special education in high-poverty schools. All aspects of the Teaching Fellows program will be focused on providing teachers with the tools to raise student achievement immediately.

Additionally, TNTP will transition its Teaching Fellows programs to an effectiveness model in which we identify and retain teachers who have demonstrated effectiveness in raising student achievement.

TNTP respectfully requests 3,435 full-time slots per year to subsidize the certification costs of high-quality teachers recruited by TNTP's Teaching Fellows programs in Austin, TX; Baltimore, MD; Baton Rouge, LA; Central Falls, RI; Chicago, IL; Dallas, TX; Denver, CO; Indianapolis, IN; Memphis, TN; Milwaukee, WI; Minneapolis, MN; Nashville, TN; New Orleans, LA; New York, NY; Newark, NJ; Oakland, CA; Philadelphia, PA; Phoenix, AZ; Prince George's County, MD; Pawtucket, RI; Providence,

## Narratives

RI; St. Paul, MN; Shreveport, LA; Washington, DC.; and Woonsocket, RI.

The requested slots include a subgrantee, the City University of New York (CUNY), which runs the Teaching Opportunity Program (TOP) in New York City. There are approximately 55 second-year TOP members who are completing their certification. As CUNY will no longer administer an AmeriCorps teacher corps program, including these TOP members in the TNTP grant only for 2010-11 would enable them to continue receiving AmeriCorps support while completing their coursework. The TOP mission is aligned with TNTP's organizational focus, and we believe that offering the award to TOP teachers ensures that the close-out of the CUNY grant does not unduly impact these teachers.

### Rationale for Program Expansion

Helps relieve financial hardship - Across all sites, TNTP's data shows AmeriCorps enrollees join the program to relieve the financial hardship of paying for certification coursework, often while earning a low starting salary and paying off existing student loan debt. In Oakland, for example, certification costs can comprise almost half (48%) of a teacher's \$39,500 starting salary. In a 2009 survey of TNTP AmeriCorps members, 93% of respondents agreed the AmeriCorps program and, in particular, the education award and/or the loan forbearance, made their transition to teaching easier. When asked to indicate the main reasons for enrolling in the AmeriCorps program:

-44% of respondents indicated that "It would be a struggle to pay for credentialing costs."

-40% of respondents indicated that "I had past student loan debt."

-36% of respondents indicated that "I knew I would incur student loan debt in the near future."

Additionally, nearly a quarter (22%) of candidates who withdrew from the application process in 2009 cited financial reasons--more than any other reason.

## Narratives

Need to attract a larger applicant pool - The programmatic shift to measuring teacher effectiveness in the classroom will fundamentally change how teachers in the program are recruited, selected, trained and placed. As we collect more and better data on student outcomes, TNTP will implement changes to the selection model, as the organization screens out more candidates who do not meet evolving selection and pre-service training criteria. This approach will require an increase in the size of our applicant pool in order to ensure an adequate supply of candidates. Being able to offer AmeriCorps Education Awards to our teachers is a critical incentive, particularly for individuals making a career change.

Provides larger sample size for measuring teacher effectiveness - Combining the existing TNTP AmeriCorps program with our New York City Teaching Fellows program (formerly covered through the CUNY grant) will contribute significantly to AmeriCorps' effort to gather consistent teacher effectiveness data through its Performance Measure pilot by creating a large number of alternate route teachers working in high-poverty schools across the country. As outlined in a November 9, 2009 memo to CNCS titled "Summary of The New Teacher Project's Data Initiative on Collecting Student Achievement Data," TNTP has already engaged in significant preparatory work to gather the type of performance data proposed by the Performance Measure Pilot. TNTP implemented a Data Initiative in 2009 that deepened TNTP's understanding of school districts' existing standardized assessments, policies and protocols for collecting and disseminating related student performance data, and its data infrastructure capacity to link student and teacher data. An AmeriCorps grant would provide TNTP with the resources to refine these measures, while at the same time contributing to the CNCS goal of ensuring the effectiveness of all teachers supported by the Teacher Corps program.

TNTP respectfully requests two awards per Fellow, as certification generally takes two years (up to three years for special education teachers, who comprise 40% of our Fellows). This timeline means that financial hardship extends beyond the first year for Fellows.

## Narratives

### Current Efforts of the Organization

Teaming together with districts, TNTP operates alternate route to certification programs to ensure schools meet their needs for qualified, diverse, and effective teachers. In 2009-10, TNTP is implementing alternate route to certification programs to recruit, select and train outstanding individuals from all backgrounds to teach in the neediest classrooms in the cities listed in Section A2.

Specific activities include: recruitment, selection, training, certification and teacher evaluation. These activities are described in more detail in Section B1.

In 2009, TNTP operated 18 Teaching Fellows programs around the country. These programs attracted close to 42,000 applications, which resulted in 2,099 teachers hired. The teachers TNTP recruits are truly extraordinary individuals: Teaching Fellows boast an average undergraduate GPA of 3.4 and 85% are eligible to teach high-need subjects like math, science and special education. They are also ethnically diverse -- 35% of Fellows are people of color.

Virtually all teach in under-resourced communities like Bedford-Stuyvesant in New York, Englewood in Chicago, and West Oakland in Oakland. In fact, 81% of Fellows teach in Title I schools. The impact of these teachers on our nation's urban and high-poverty schools is exponential, affecting hundreds of thousands of children year after year.

Independent research has shown that TNTP's programs are successfully closing the teacher quality gap in high-need districts. A 2007 study of New York City schools found that the gap between the qualifications of New York City teachers in high-poverty schools and low-poverty schools narrowed substantially between 2000 and 2005, due in part to the creation of NYCTF (Boyd, Lankford, Loeb,



## Narratives

Rockoff, and Wyckoff, 2007). According to the report, "The improvements in teacher qualifications, especially among the poorest schools, appear to have resulted in improved student achievement."

### Planned Partner Activities

Partners for the activities outlined in this proposal are the school districts and states in which TNTP works to understand vacancies and then fill those vacancies with high-quality alternate route teachers. Partners participate actively in the selection and training of Fellows. District teachers and administrators frequently serve as selectors during interview events, helping to screen promising candidates using our selection model. Additionally, partners provide classroom space for the pre-service training institute; institute instructors are veteran teachers from partner districts who have a record of achievement in the classroom. Many districts also provide first-year teacher mentoring programs in which Teaching Fellows participate.

### Member Roles

Our AmeriCorps members will be the alternate route teachers recruited by TNTP's Teaching Fellows programs. In this respect, AmeriCorps members' activities will be distinct from TNTP staff or volunteer roles. While TNTP staff plays a support role, it is only the members who will work full-time with elementary and secondary students to improve the educational outcomes of low-income children. For this reason, we respectfully request full-time slots for all our AmeriCorps members, as these teachers will be full-time teachers of record in a public school classroom throughout their two years of AmeriCorps service and beyond.

The 1996 Condition of Education published by the National Center for Education Statistics found that, the majority of public school teachers reported working an average of 45 hours per week, far exceeding the 33.3 hours per week required at school. On average, teachers spent 12 extra hours a week working

## Narratives

before and after school and on weekends. This classroom time, in addition to certification coursework and ongoing professional development, means that teachers will exceed the required 1,700 service hours for a full MSY.

Of the 3,435 full-time slots we are requesting, approximately 1,850 will be awarded to highly qualified new teachers working in schools exhibiting significant deficits, including lack of teachers of color and in critical shortage subject areas. At the same time, TNTP respectfully requests AmeriCorps awards for approximately 1,585 second-year teachers who are pursuing their teaching certification.

### Guarantee of Non-duplication, Non-displacement, Non-supplementation

The proposed programs meet the requirements concerning the distribution and use of Corporation assistance as outlined in AmeriCorps regulations.

TNTP's programs--which recruit, select and train full-time teachers for high-need schools--will build on the programs already supported by CNCS. Research on AmeriCorps programs in the states in which TNTP proposes programs has shown the following:

AZ. Teach For America (TFA) focuses almost exclusively on recruiting recent college graduates. In addition, TFA focuses on the career development of its corps members after their two-year commitment and supports corps members in pursuing diverse careers after they complete the program.

The majority of applicants to TNTP programs are mid-career professionals who commit to a long-term career change, rather than a two-year term of service in teaching. TNTP also focuses on Fellows filling vacancies in district identified shortage subject areas.

## Narratives

CA. Please see "AZ" for differences between TFA and TNTP.

The TEAMS program only recruits individuals who already have received a Bachelor's Degree in education or are currently pursuing a degree in education. TNTP applicants with a degree in education do not qualify for participation in a Teaching Fellows Program.

IL. Please see "AZ" for differences between TFA and TNTP.

The Inner-City Teaching Corps is a faith-based organization that requires its members to have a "sense of personal faith and spirituality" and "to actively contribute to a faith-based community" in order to join the program. ICTC also places its members in parochial schools in addition to public schools. TNTP has no faith-based admission requirement and does not place teachers in parochial schools.

NY. Please see "AZ" for differences between TFA and TNTP.

The Urban Teacher Partnership places and provides professional development only for teachers in specific charter networks in New York. TNTP places teachers in traditional public schools operated by the New York City Department of Education.

WI. Please see "AZ" for differences between TFA and TNTP.

The Milwaukee Teacher Education Center requires its members to complete a year-long apprenticeship program in a classroom with a mentor or coach before they begin teaching as full-time teachers in Milwaukee Public Schools. TNTP's teachers are the teacher of record from Day 1.

## Narratives

The Urban Education Fellows Program of Mt. Mary College places its teachers in private, parochial and charter schools. TNTP only places teachers in traditional public schools.

For CO, DC, LA, MD, MN, NJ, PA, TN and TX, please see "AZ" for differences between TFA and TNTP.

### Member Development, Training and Supervision Contributes to Desired Outcomes

All membership recruitment, selection, training, and certification activities are aligned to the desired outcome of raising student achievement in high-need schools. We regularly evaluate Fellow performance in the classroom and use what we learn to drive changes to our models and approaches used across our programs with the goal of increasing student achievement. Please see the Executive Summary and Section B1 for additional details regarding this approach.

### Member Compliance

As part of the enrollment process, members receive an AmeriCorps handbook, which outlines AmeriCorps rules on prohibited activities. We highlight these rules during pre-service training, so that Fellows receive consistent messages and can ask clarifying questions of program staff. As a condition of their enrollment in AmeriCorps, Fellows are required to sign an acknowledgement that they have read the handbook and agree to comply with AmeriCorps regulations.

### AmeriCorps Grant Adds Value to Existing Services

As TNTP transitions its Teaching Fellows Programs to a sharp focus on teacher effectiveness, AmeriCorps funding will be critical to supporting this large scale project by supporting TNTP's efforts to create a large enough pool of candidates for our programs so that we can be selective while 1) ensuring we recruit teachers for critical shortage areas, 2) ensuring we recruit diverse cohorts of Fellows, and 3) supporting implementation of work to measure the effectiveness of our teachers using

## Narratives

student achievement data. This AmeriCorps grant will also help support TNTP efforts to collect and analyze teacher effectiveness data, thus allowing us to refine our recruitment, selection and training models to ensure that we can identify and retain the most effective teachers.

### A3. MEASURABLE OUTPUTS AND OUTCOMES

As detailed in Section A2, TNTP is committed to transitioning its programs toward a teacher effectiveness-focused model. Accordingly, we will measure the success of our efforts, as well as the satisfaction of program participants and other stakeholders on a regular basis, benchmarking data against goals established at the outset of our programs.

As a Teacher Corps in the Education priority area, we will therefore be using the proposed Teacher Corps National Performance Measures. We look forward to setting specific targets during the post-review clarification period.

### A4. PLAN FOR SELF-ASSESSMENT AND IMPROVEMENT

As an outcomes-focused, data-driven organization, TNTP conducts rigorous evaluation of all of its projects, emphasizing the high standards to which we hold ourselves accountable. TNTP uses a site-based evaluation plan to gather data on each of our programs, and conducts national, cross-program research in an ongoing effort to improve Fellow outcomes through refinements to our models and approaches. Evaluation tools include:

- Survey of Applicants on Recruitment Strategies
- Interview Day Survey
- Post-Institute Survey of Participants
- New Teacher End-of-Year Survey
- Principal Year-End Questionnaire

## Narratives

- Fellow Exit Survey
- Observation Data gathered during Institute and throughout the school year
- Student achievement data, where available
- End-of-School Year Evaluations

In addition to the above tools, program staff carefully track the efficiency of the recruitment and selection process, program retention and Fellows' completion of certification requirements.

### Communicating Feedback

Gathering results from our evaluation tools and the subsequent feedback we provide to our partners will be critical to the quality and success of the program. TNTP will work to ensure that such information is shared when appropriate, meeting regularly with district administrators to discuss program strengths and weaknesses and working with principals to ensure that, just as they provide feedback on new teachers placed in their schools, they remain satisfied with the program.

TNTP will also work with university contacts to ensure coursework is appropriately timed and tailored to meet the needs of new teachers and to meet state certification requirements.

Evaluation results will be carefully considered by TNTP's central support team and shared with program partners and site staff to assess program performance, inform future programmatic and curricular decisions, and spotlight best practices. Evaluation data will also be included in interim and final grant evaluation reports submitted to CNCS.

### A5. COMMUNITY INVOLVEMENT

All TNTP programs operate in partnership with the districts and states they serve, local university

## Narratives

partners, and often with local or national foundations. In Chicago, for example, TNTP engaged Chicago Public Schools, several local universities (Dominican University, National-Louis University and Northwestern University), the Joyce Foundation and Crown Family Philanthropies to launch and expand the Chicago Teaching Fellows program. TNTP works hand-in-hand with district administrators to design and tailor programs to meet specific district needs. We manage the relationship between the district and the universities, ensuring candidates are properly matriculated and receive the information they need to successfully complete their alternative certification programs. We find this partnership model helps to increase our clients' commitment to the programs we create, build their trust in our work and facilitate the decision-making process.

Because of the collaborative nature of these arrangements, district and community involvement in program planning and implementation is thorough and continuous. In several of our program sites, partnerships also involve the strong support of the Mayor's office (such as in Nashville and Newark) and community foundations (such as in Chicago, Indianapolis, Memphis, Newark and Texas).

TNTP also partners locally with organizations like Big Brothers/Big Sisters, Breakthrough/Summerbridge and Peace Corps, as well as churches and chambers of commerce to tap groups of civic-minded individuals who might want to help close the achievement gap in their community.

### A6. RELATIONSHIP TO OTHER NATIONAL AND COMMUNITY SERVICE PROGRAMS

TNTP regularly collaborates with other AmeriCorps Professional Teacher Corps programs. We meet regularly with the organizations as part of the affinity group facilitated by CNCS, and in individual meetings to:

- Share best practices related to running a professional teacher corps program;

## Narratives

- Discuss challenges; and
- Provide collaborative feedback to CNCS on proposed policies and procedures.

This spirit of collaboration with other AmeriCorps programs is also evident at the site level:

- Since 2007, we have partnered with the Inner-City Teacher Corps to provide a comprehensive teacher support program for the Chicago Teaching Fellows. ICTC currently supports 120 Teaching Fellows.
- In Milwaukee, TNTP, the Milwaukee Teacher Education Center and TFA have convened a quarterly working group focused on high student achievement and improving human capital to share knowledge, discuss challenges and enhance the impact of their work in Milwaukee Public Schools.

We will continue to work with AmeriCorps and VISTA service programs to reach service members who are completing their terms of service and are looking at options for their post-service life. For instance, we have conducted presentations at "Life after AmeriCorps" programs and placed descriptions of our programs in various local AmeriCorps newsletters. We believe these service members have the sense of civic responsibility that we select for with our Teaching Fellows and would find the notion of helping to end educational inequality a compelling one.

TNTP does not currently receive funding from other Corporation sources.

### State Commission Consultation

TNTP has contacted the State Commission in each of the states in which we plan to operate. We have provided each State Commission with information on TNTP and the Teaching Fellows program(s) that we run in the state through conversations and/or the Initial Consultation Form.

### A7. POTENTIAL FOR REPLICATION



## Narratives

TNTP has developed strong systems to replicate our programs in new cities, and deliver consistent quality and outcomes in each site. As an organization with project teams situated in school districts across the country, TNTP maintains a central support team that serves all sites. This team includes experts in recruitment, selection, training and resources, communications and operations.

The central support team assists with direct management, project start-up, staffing, training of new staff, technology development, customization of our systems and models to meet the unique needs of each project site, and ongoing program support and troubleshooting. The team ensures that we achieve economies of scale, that each new site learns from organizational experience, and that we maintain a consistent standard of quality and accountability across all of our project sites. Because the needs of each site are unique, TNTP has found the central support team to be the most cost-effective avenue for maintaining program consistency and quality as we replicate our model. Our replication strategies also include a web-based applicant tracking system, common goals and objectives with data on progress toward these goals tracked across sites, and a web-based "roadmap" that makes all systems, materials, timelines and program processes readily available to staff.

As TNTP continues to refine its model for measuring teacher effectiveness, the organization will use learnings to identify best practices, which will inform processes for all Teaching Fellows programs. Moreover, TNTP's timeline for transition to an effectiveness model ensures the replication of this approach over time: By 2011, 60% of TNTP's Teaching Fellows will be recruited and trained by programs that require them to demonstrate effectiveness above a target threshold. By 2015, that number will reach 100%.

### Organizational Capability

#### D1. SOUND ORGANIZATIONAL STRUCTURE

##### D.1.a ABILITY TO PROVIDE SOUND PROGRAMMATIC AND FISCAL OVERSIGHT

## Narratives

Since its founding in 1997, TNTP has grown to a diverse staff of more than 220 people, including former teachers, education policy experts and strategy consultants from top-tier private sector firms.

Throughout its history, TNTP has worked with school districts, colleges and universities, and state education agencies to significantly improve the quality of the nation's teaching force. Since its inception, TNTP has recruited or trained approximately 37,000 teachers--mainly through its highly selective Teaching Fellows programs. Today, TNTP is active in more than 25 cities.

TNTP is an equal opportunity employer that encourages diversity in the workplace, as in all of its programs. TNTP's direct impact is most apparent in the sheer number of high-quality teachers it has provided to high-poverty schools across the country. All of these teachers meet federal "highly qualified" requirements and many have replaced uncertified or emergency-credentialed teachers in hard-to-staff schools. TNTP estimates these teachers have impacted the quality of instruction for as many as 5.9 million students -- over 1 million in 2009 alone.

### Grant Administration

TNTP has been the recipient of a previous AmeriCorps grant, as well as multiple U.S. Department of Education grant awards, including several national level awards of the Transition to Teaching grant and a Fund for the Improvement of Education (FIE) grant from the Secretary of Education's Office of Innovation and Improvement. TNTP has complied with the significant reporting and record-keeping requirements in accordance with these grants.

### Supporting and Overseeing Service Sites

TNTP has recruited, prepared and/or certified approximately 37,000 new, high-quality teachers and launched more than 75 programs in 31 states. Within the last three years, operating under our mission of providing schools with outstanding new teachers, TNTP launched seven new Teaching Fellows

## Narratives

programs. TNTP has also continued to operate long-established programs in Austin, TX; Baltimore, MD; Chicago, IL; Dallas, TX; New Orleans, LA; Philadelphia, PA; Prince George's County, MD; and Washington, DC. Since we are already operating these programs, connections between national TNTP staff and program site staff (as well as individuals within each respective school district) are already established and are continually strengthened.

TNTP's central support team of experts works closely with site-based staff to implement consistent, high-quality programs (please see Section A7 for details). As an organization accustomed to implementing and developing new programs while simultaneously supporting and monitoring existing programs in multiple states and cities nationwide, we are well prepared to supervise these programs.

### Programmatic and Funding Relationships

As stated above, TNTP is currently active in the proposed sites. In contrast to many other consulting organizations, most of our staff members work out of school district offices and hand-in-hand with our district partners, giving TNTP staff a unique perspective on the district's operations and a thorough understanding of the complex challenges each district faces.

Our programs are currently funded by combination of district, state, philanthropic and federal funding.

### Site Selection

The sites we are proposing to include in Year 1 of this grant have already been identified. These sites, many of which already receive AmeriCorps awards under TNTP's current grant, meet the requirements of 45 CFR 2522.475 and have qualified for special considerations under 45 CFR 2522.450(b)(2), "Programs that address educational needs." As we add additional partner sites, we will amend our grant to include them.

## Narratives

Any new sites will be evaluated using the criteria outlined in 45 CFR 2522.475. Specifically, TNTP will consider the sustainability of the program, the quality of the staff who will manage the program, the strength of the potential teacher pool in the local community, the investment of local districts and community foundations, and the need for excellent teachers. Any program site chosen will build on the best practices of existing programs.

### Monitoring Compliance

In accordance with AmeriCorps policy, TNTP has developed systems and processes to maintain applicant and member records and monitor member participation. Electronic copies of member applications and Member Agreement Forms are stored in password-protected portable document formatted files and can also be accessed through an online database utilized for all program sites. Documentation for National Sex Offender Public Registry member checks, enrollment, and submitted enrollment materials is also maintained and accessed through this database. In conjunction with our electronic records, TNTP also maintains hard copy files for all program participants, which contain each member's proof of eligibility for AmeriCorps membership, Membership Eligibility Form and a printed version of the application. TNTP also completes and maintains mid-year and end-of-term evaluations and exit data for all program participants.

TNTP reports annual financial activity in accordance with generally accepted accounting principles in the United States, and has financial statement and A-133 audits annually. TNTP prepares an operating budget in support of its business plans, and this budget is approved by the Board of Directors prior to the start of each fiscal year. TNTP seeks to generate a positive change in net assets each year. This is achieved in part by diversifying sources of revenue through a wide client base, multiple business lines and services, government grants, and foundation grants.

## Narratives

An Audit and Finance Committee of the Board of Directors oversees accounting and financial matters.

### Developing Connections Among Sites

Program sites are overseen by Partners, who manage between two and four sites each. As a result, Partners are able to share best practices among sites. Additionally, the central support team of experts continually gathers, analyzes, and shares data from all sites, thereby ensuring that sites across the country are employing best practices. TNTP holds staff conferences twice each year, which provide opportunities for professional development and knowledge sharing across the organization. In order to phase in the sharpened focus on teacher effectiveness, TNTP has assembled a team that is identifying barriers to collecting teacher effectiveness data, developing evaluation tools and identifying potential modifications to our models.

### D1b. BOARD OF DIRECTORS, ADMINISTRATORS AND STAFF

TNTP's 10-member Board of Directors meets twice a year (more often, if necessary) with TNTP leadership to review accomplishments, challenges and long-term strategies. The board represents a wealth of diverse experience -- including education, business and legal experts. Led by Kati Haycock, Director of the Education Trust and one of the country's leading child advocates, the board is united by a focus on increasing student achievement.

Please see [http://www.tntp.org/aboutus/board\\_of\\_directors.html](http://www.tntp.org/aboutus/board_of_directors.html) more information about TNTP's board of directors.

The New Teacher Project's CEO, Ariela Rozman, and President, Timothy Daly, work closely with the Leadership Team to manage existing programs and to develop new services that further the

## Narratives

organization's mission. The 12-person leadership team brings to the organization over 100 years of collective experience in education and organizational management. Their experience as education policy experts, as executives, and as public school teachers guides them in shaping the organization's goals, services and strategy and ensuring that programs meet business line and organizational goals.

In addition to teachers and policy experts, TNTP's 220-person staff includes MBAs, management consultants, and professionals with finance, legal and technology backgrounds.

TNTP has developed a strong project support structure comprised of executive and core program staff, along with supporting staff with expertise in specific areas such as operations, program evaluation, and marketing and recruitment. TNTP's national network and support model allow it to direct resources and assistance to project sites fluidly and to ensure that any newly recruited site-based staff members are adequately prepared for their roles.

### Key Positions

The following are summative biographies of key national and site-based staff involved in the programs discussed in this proposal.

Ariela Rozman, Chief Executive Officer. Ariela began her tenure with TNTP in 2001 as Vice President of Marketing. Prior to becoming CEO in 2007, she served for four years as Vice President of Teaching Fellows Programs. Ariela also chaired TNTP's Strategy Committee, a team comprised of TNTP's senior leadership staff, for two years. Before joining TNTP, Ariela led the Online Marketing group for PlanetRx.com; served as Special Assistant to the CEO at Muresco, a retail and manufacturing conglomerate in Argentina; and was a consultant at Bain & Co.

## Narratives

Layla Avila, Vice President of Teaching Fellows Programs. Layla oversees TNTP's largest business line, which accounts for about 60% of the organizations revenue. Prior to becoming Vice President, Layla served as a Partner for the business line, managing the implementation of existing and potential projects across the Southwest. Layla was elected to the South Whittier School District Board of Trustees in November 2005.

Sarah Heine, Vice President of Training and Certification. Sarah oversees the design and implementation of TNTP's teacher training and certification programs as well as the organization's curricular products. Prior to this role she served as Partner for the Texas Teaching Fellows and as Director of Site Launch and Development.

Wendy Chang, Chief Financial Officer. Wendy oversees the planning, development and management of TNTP's financial functions including financial operations and reporting, internal controls and financial strategy. Wendy comes to TNTP with over 12 years experience in financial services, technology and media.

Fiona Lin, Vice President of Research and Evaluation. Fiona spearheads TNTP's evolving research agenda on teacher effectiveness and oversees the internal and external evaluations of all of TNTP's programs and service models. Prior to joining the Research and Evaluation business line, Fiona served as founding Partner with TNTP's Training and Certification line.

Greg Vincent, Partner, Program Support and Development. Greg Vincent is responsible for managing a team of central specialists who collect and share knowledge/best practices around specific areas of our work and ensure high quality program implementation. Greg also oversees TNTP's relationship with CNCS.

## Narratives

Partners. Sites are overseen by Partners, who have experience managing multiple programs and are responsible for ensuring that sites meet their goals.

Site Managers. Site Managers manage day-to-day operations of individual sites and work with Partners to ensure that each site meets its recruitment and training goals.

Due to space constraints, bios for Partners and Site Managers are available upon request.

AmeriCorps Administration. TNTP manages its AmeriCorps program through a team of central support staff, who oversee all technical assistance and monitoring related to the AmeriCorps grant specifically, and the work it takes to recruit, select and train new teachers more broadly. In order to monitor the AmeriCorps program, central support staff maintains close communication with both Site Managers and individual AmeriCorps participants.

### D1c. PLAN FOR SELF-ASSESSMENT AND IMPROVEMENT

Goal setting and the ongoing evaluation of progress toward meeting those goals are hallmarks of TNTP's work.

Each year, TNTP's Leadership Team develops a set of goals for the organization. After this occurs, our program staff begins to set goals for each business line (in this case our Teaching Fellows programs) and for each local program. Program staff collaborates with central TNTP leadership at the beginning of the application season to set goals for the site, benchmarking figures against previous site goals. Throughout the year, site staff uses the goals to help prioritize their work and keep track of progress being made (or to uncover areas that need improvement).



## Narratives

All steps taken to track progress toward meeting goals are concrete and implementable on a regular basis (i.e. surveys, checks on applicant pool data, etc.). At the end of the season, site staff again collaborates with central TNTP leadership to review results in relation to goals and to extract lessons for the future and for use at other sites.

To ensure that our organizational structure and staffing are sound, TNTP places significant emphasis on quarterly performance reviews for all salaried employees. Together, employees and managers discuss ways in which the employee can accomplish goals and learn new skills. In addition to receiving feedback on performance, employees also have the opportunity to provide feedback on the manager's performance. This feedback assists managers in developing their management skills and provides a formal process for employees to comment on the effectiveness of their managers.

### D1d. PLAN FOR EFFECTIVE TECHNICAL ASSISTANCE

TNTP staff members at each site receive training when they are hired. We will also provide orientation for new staff dedicated to administration of the AmeriCorps grant. TNTP has multiple mechanisms in place to ensure that staff receives ongoing training and technical assistance, including semi-annual conferences, regular conference calls and meetings, and clear channels of communication between sites and national staff.

The Site Manager in charge of each operating site is responsible for communicating training and technical assistance needs to TNTP central staff, who will respond accordingly. In terms of providing assistance to member placement sites (schools, in this case), each operating site currently has in place staff members responsible for answering questions and communicating important information; if school personnel have questions about the program or participants, they will be able to contact these

## Narratives

individuals.

### D2. SOUND RECORD OF ACCOMPLISHMENT AS AN ORGANIZATION

#### D2a. VOLUNTEER GENERATION AND SUPPORT

TNTP works with volunteers to expand the capacity and scope of organizational efforts. A prime example of this type of volunteer support can be seen through the involvement of The Partners of '63. The Partners of '63 is a pro bono enterprise established by members of Harvard Business School's Class of 1963 to utilize members' collective skills and resources for social purposes, particularly helping children in need. Motivated by their focus on education, members of this group have volunteered in South Carolina, Illinois, New York, Tennessee, Louisiana, Arkansas and California to help TNTP make connections, build community support, garner funding and enter into new sites.

Additionally, TNTP's Board of Directors serve on a pro bono basis.

#### D2b. ORGANIZATIONAL AND COMMUNITY LEADERSHIP

Members of TNTP's Leadership Team service in vital positions in education outside of TNTP:

-Vice President of Teaching Fellows Programs, Layla Avila, is an elected board member of South Whittier Elementary School District in California.

-Vice President of Human Capital, Karolyn Belcher, is Chair of the Board of Trustees for the Explore Charter School in the Flatbush section of Brooklyn, which recently earned charter renewal and recognition by the Center for Education Reform as a 2007 National Charter School of the Year.

-Vice President of Staffing Initiatives, Victoria Van Cleef, served on the board of the Rockhouse Foundation, an organization dedicated to improving the quality of education in rural Jamaica and currently serves on the Board of Directors of the YWCA of Memphis, TN.

## Narratives

### D2c. CURRENT GRANTEES: SUCCESS IN SECURING MATCH RESOURCES

TNTP has secured all necessary matching funds by contracting with school districts and states, which pay fees for the recruitment, training and placement services performed by TNTP.

### D3. SUCCESS IN SECURING COMMUNITY SUPPORT

#### D3a. COLLABORATION

Teaching Fellows programs are truly collaborative efforts, not only between TNTP and local school districts but also involving universities, community organizations and foundations. Except for sites operating Practitioner Teacher Programs, our programs partner with area colleges and universities to develop paths for Fellows to complete their teacher certification. While Fellows receive support from program staff, they also benefit from the valuable experience and support provided by college and university faculty and staff members who bring years of experience in education to the table.

Community organizations and private foundations also partner with TNTP in support of our programs, thereby expanding the reach of our work and bolstering financial conditions. Please see Section A5 for examples of various collaborations.

#### D3b. LOCAL FINANCIAL AND IN-KIND CONTRIBUTIONS

TNTP's programs are currently supported either in part or in full by local school district partners or by state education agencies. Our collaboration with school districts and state agencies in the funding of our programs allows them to gain a sense of direct responsibility for bringing hundreds if not thousands of new teachers to high-need schools. Private foundations and non-profit organizations also support TNTP programs with funding, thereby multiplying the impact of district and state dollars.

In Texas, for example, private foundations have supported the program since inception in 2004. In

## Narratives

2009, the program was awarded two government grants--one from the Texas Regional Collaboratives (in which Texas Teaching Fellows was the subgrantee of a federal Math and Science Partnership grant) and one from the Texas Education Agency. This diversification points to the growing reputation of the program in the state.

### D3c. WIDE RANGE OF COMMUNITY STAKEHOLDERS

TNTP's programs impact a broad range of stakeholders, including students and their families; schools and school districts; local and state governments; and local and national philanthropies.

TNTP receives a range of non-financial support from the local community. For instance:

- In New York City, the Fund for Public Schools helped create the New York City Teaching Fellows Award for Classroom Excellence. This award recognizes Teaching Fellows who have helped to raise student achievement and served in important leadership roles in their schools.
- In July 2009, Governor Mitch Daniels hosted a luncheon event to honor participants in the Indianapolis Teaching Fellows.
- In New Orleans, one of our charter school partners provides space for program events.

As noted in section D.2.a., in several states, members of The Partners of '63 have volunteered to help TNTP make connections, build community support, garner funding and enter into new sites.

### D3d. SPECIAL CIRCUMSTANCES: RAPIDLY GROWING EFFORTS TO SERVE COMMUNITIES IN NEED

Our work recruiting and training new teachers for the nation's high-need classrooms began on a small scale, with 300 Teaching Fellows entering the New York City public schools in 2000. Since that time, the scope of our work and the scale of our goals have grown exponentially; we continue to push to make a

## Narratives

difference in school districts and schools around the country. We target communities that are some of the neediest in the country, exhibiting high poverty rates and distinct barriers that keep too many children from reaching their potential. Our work to bring dedicated, well-prepared teachers to these communities undoubtedly comes with challenges, including limited district funds, resistance to change and extensive district bureaucracies. However, we believe our programs are having a significant and quantifiable impact on the schools and on children, as noted throughout this application.

### **Budget/Cost Effectiveness**

#### E1. COST EFFECTIVENESS

##### E.1.a CORPORATION COST PER MSY

TNTP respectfully requests 3,450 full-time awards, with the Corporation's cost per MSY at \$633.

##### E1b. DIVERSE NON-FEDERAL SUPPORT

All Teaching Fellows programs for which we are requesting AmeriCorps funding are partially or fully funded by partner school districts. We strongly believe this funding structure engages district leadership and staff in the execution of the program, literally investing them in the outcome of their efforts. Partner school districts typically provide funds for program operations, office space and personnel. In some sites, private organizations and foundations also provide support. These funds allow us to expand the reach of our efforts, grow the size of some programs, and engage community members in the improvement of public education.

We believe the combination of district funding, community and foundation backing, and AmeriCorps support can ensure that our programs affect schools and children in positive and enduring ways.

#### Decreased Reliance on Federal Support

If TNTP were engaging in the same activities as outlined in its previous grant, the streamlined

## Narratives

administration of the program would result in a lower MSY--thereby decreasing reliance on federal support. However, TNTP is opting into the AmeriCorps National Performance Measures Pilot, which will add costs to the operation of the program. While we await further guidance on measuring student academic achievement from CNCS and the US Department of Education, our current assumptions suggest this pilot will require a significant financial commitment to gather and analyze the vast amounts of teacher effectiveness data required to assess the academic growth of the thousands of students Fellows will serve each year as AmeriCorps members. We plan to hire additional staff to manage student data efforts in each of our program sites.

Despite these additional capacity needs, we have only increased the MSY minimally as we also expect to realize some efficiencies in managing member enrollment, exiting, background checks, etc. as part of standard grant oversight procedures. TNTP will prepare to transition its programs to an effectiveness model that will determine the performance evaluation of thousands of teachers across the country. We believe the increase in federal costs is commensurate with the broad-ranging impact of this transition.

### E2. BUDGET ADEQUACY

Based on our significant experience structuring and funding a central support team to support all of our sites programmatically, as well as our experience managing our previous AmeriCorps award, we have a strong understanding of what will be required to administer the AmeriCorps grant centrally. The structure that we will follow will mirror the structure we use for administering all of our programs: A small group of central support staff will oversee the management of funds and policies in relation to AmeriCorps, and will remain in close communication with program site staff, which will ensure the grant is administered correctly at each site.

As a non-profit entity, TNTP strives to keep budgets as lean as possible while ensuring that all of our

## Narratives

program sites are able to accomplish their goals. We have approached our budget for the AmeriCorps grant with the same process in mind, allotting enough money to meet the performance measures for the AmeriCorps pilot, while keeping the Corporation's cost per MSY to \$633. Since we plan to utilize our proprietary technology systems to streamline administration of the grant and keep costs down, we have included a significant allotment in our budget for the development and use of technology tools.

### E2a. For EAP and Other Fixed-Amount Grants Only

CNCS funding covers only a fraction of TNTP's Teaching Fellows Programs costs. The majority of program costs associated with recruiting, selecting, training and supporting Teaching Fellows are covered through other funding sources. As described above, the funding sources for TNTP's program sites varies, but in general program costs are covered by a combination of district, state education agency, foundation and/or federal monies.

### Evaluation Summary or Plan

As a first-time recompleting national grantee with an average annual grant of less than \$500,000, TNTP is conducting an internal evaluation of its current program. TNTP's approach is outlined below.

TNTP recognizes the importance of rigorous data collection and the potential for reliable data not only to be instrumental in decision-making within and during a project, but also to shape policies and drive change far beyond the project's limits. TNTP utilizes the data it collects in its evaluation efforts to constantly refine and develop program services and knowledge. Accordingly, TNTP will develop a comprehensive evaluation program that determines:

- The quality of the program participants based on their credentials prior to joining the program
- The quality of the program participants based on their performance in the classroom
- The level of satisfaction among participants in the program and their experience teaching in the District
- The effectiveness of program strategies for recruitment, selection and training

## Narratives

Please refer to Section A4 for details on TNTP's evaluation tools.

Furthermore, as TNTP transitions its programs toward a teacher effectiveness-focused model, we will be developing additional tools to determine the efficacy of our work.

Data from the 2009 Principal Survey show AmeriCorps members have made a significant and positive impact on student achievement and on their schools. Some highlights:

-89% of principals were satisfied with the Teaching Fellows in their school

-84% of principals agreed that Teaching Fellows have raised student achievement in their school

-88% of principals agreed that Teaching Fellows have made a positive difference in the school environment

-84% of principals thought that Teaching Fellows were as good as or better than other teacher with similar experiences

Note: Data pertains to Teaching Fellows across the 13 TNTP AmeriCorps sites in 2008-09

### **Amendment Justification**

N/A

### **Clarification Summary**

\*Updated April 28, 2011 in response to clarification request\*

#### CRIMINAL HISTORY CHECKS

All AmeriCorps members recruited by TNTP will have background checks conducted prior to enrollment that comply with the new regulations, including an FBI fingerprint check.



## Narratives

TNTP conducts NSOPR checks on all AmeriCorps members prior to enrolling them in AmeriCorps.

As a fixed amount grantee, The New Teacher Project is not required to conduct criminal background checks on its employees. Additionally, our employees do not have direct contact with children through their work for The New Teacher Project.

### LABOR UNION CONCURRENCE

The labor union concurrence regulation does not apply to The New Teacher Project's program, as our Teaching Fellows Programs do not serve as the placement site for AmeriCorps members.

AmeriCorps members recruited and trained by TNTP's Teaching Fellows Programs serve as full-time teachers in public school districts and charter schools. These school districts and charter schools are the placement site for members.

As Professional Corps members, teachers recruited by TNTP are often members of the local teachers union and follow the same union protocol as all other new teachers. Regardless of union membership, all TNTP teachers are subject to the hiring rules for new teachers stipulated by existing collective bargaining agreements in the district.

### DISPLACEMENT

TNTP is confident that it can make the assurance regarding displacement.

TNTP's AmeriCorps members are typically unionized employees and subject to the same collective bargaining agreement as all other full-time teachers. They are also subject to the same hiring and layoff rules as all other new teachers hired by the school district or charter school.

## Narratives

In districts where collective bargaining agreements exist, the school district has processes in place to prevent a violation of the agreement. In districts that are experiencing reductions in force (RIF), TNTP teachers are hired \*after\* the district has transferred and/or re-assigned any existing or recalled teachers as stipulated by the district-teacher collective bargaining agreement.

Teaching Fellows Programs helps districts fill critical shortage areas that are not filled even during reductions in force. During recent layoffs in many school districts across the country, math, science and special education have remained high-need subjects because districts are still struggling to hire enough highly qualified teachers in these areas. We work closely with school districts to ensure that the teachers that we bring in through our programs are in these high-need subject areas and/or serving in hard-to-staff schools that struggle to fill vacancies.

### PERFORMANCE MEASURE CLARIFICATION

We have adjusted our performance measures to align with the reduced number of awards (755) for which we are being considered.

Based on this year's data, we have lowered our goal for ED14. As indicated in reports to our Program Officer, the definition for high-need school is so restrictive that it excludes many members who are serving in schools where the vast majority of children are low-income. Our revised goal reflects the specific requirements of the definition, although many more of our members serve in high-need schools as measured by Title I status.

-----  
\*All information below this line is from the original application\*

## Narratives

### NEED FOR ADDITIONAL MEMBERS

TNTP respectfully requests that CNCS reconsider our grant request of 3,435 slots at a cost of \$633 per MSY. TNTP's Teaching Fellows Programs are aligned with the AmeriCorps program's focus on high-need communities and initiative to measure student performance. Our rationale for this increase is detailed below.

#### \*Significant Impact in High-Need Communities\*

TNTP is positioned to increase the reach of the AmeriCorps Education Award Program significantly. Last year alone, TNTP's first- and second-year Fellows served more than 231,000 students in some of the highest need schools in the nation. Currently, AmeriCorps Fellows make up only about a third of the total teachers recruited by TNTP; we project that a grant request of 3,435 slots for first- and second-year Fellows would expand the impact of the AmeriCorps investment from approximately 33,000 poor and minority students per year to approximately 165,000 poor and minority students per year and, through the Performance Measures Pilot, help us to assess the academic achievement of these students.

This increase in awards would have a significant, positive effect on high-need communities. TNTP recruits, selects and trains high-quality teachers who will improve student achievement for low-income and minority students. In 2009, 81% of Fellows taught in Title I schools.

#### \*Increasing Impact Through Retention\*

TNTP's emphasis on long-term service means that a modest per-teacher AmeriCorps investment in the program translates into significant and long-term benefits for poor and minority students. Of Fellows recruited by TNTP, 87% percent return for a second year and 75% return for a third year; by comparison, the national average for teachers is 82% for the second year and 69% for the third year--

## Narratives

these percentages translate into thousands of teachers and tens of thousands of students over time.

### \*Reduced Award Will Lead to Reduction in Total AmeriCorps Members\*

Under our current grant, 700 Teaching Fellows benefited from Education Awards as AmeriCorps members. In addition, Teaching Fellows recruited for the New York City Teaching Fellows program, benefited from an additional 1,800 membership slots that were previously administered by the City University of New York (CUNY). This means that, last year, approximately 2,500 Fellows were AmeriCorps members through TNTP and CUNY programs.

While the award for 755 slots is a slight increase over our current grant of 700 slots, the closure of the CUNY program means that Fellows will experience a 70% reduction (from 2,500 last year to 755 this year) in available slots. With only 755 available slots for all Fellows, TNTP will be forced to reduce our AmeriCorps membership by almost 2,000 members per year and thus decrease student impact by approximately 130,000 students over the next three years.

### \*Participation in National Performance Measures Pilot\*

TNTP has the mechanisms in place to contribute measurably to the National Performance Measures Pilot. Our programs are already developing systems to measure student achievement at Teaching Fellows program sites. Additionally, the large number of Teaching Fellows we produce would provide AmeriCorps with a large and consistent sample of teachers with data managed and collected by a single, experienced contact.

### \*Conclusion\*

TNTP's request for 3,435 slots would accommodate all of our teachers, as illustrated below; as an alternative, we respectfully request that the Corporation consider granting us 1,850 Education Awards,

## Narratives

which would allow TNTP to provide all first-year Teaching Fellows with an Education Award and avoid ending the program for almost 2,000 eligible Fellows and the thousands of students they serve. Our Teaching Fellows programs are most cost-effective at scale: as such, our cost per MSY has historically been low (especially compared to other programs). Decreasing our awards will also necessarily require an increase in our cost per MSY (which we will clarify during the next consultation phase based on updates to the pilot performance measures).

In total, TNTP projects to have 1,850 first-year Teaching Fellows and 1,585 second-year Teaching Fellows in classrooms across the country this fall. Please see below for our detailed projections at each program site:

### First-year Teaching Fellows Projections:

- Baltimore: 160
- Chicago: 85
- Denver: 35
- Indianapolis: 35
- Louisiana -- Baton Rouge: 20
- Louisiana -- Shreveport: 20
- Memphis: 45
- Milwaukee: 35
- Nashville: 70
- New York City: 690
- Oakland: 70
- Philadelphia: 90
- Phoenix: 30

## Narratives

- Prince George's County: 45
- Rhode Island: 20
- TeacherNex -- New Jersey: 40
- teachNOLA: 30
- Texas - Austin: 110
- Texas -- Dallas: 100
- Twin Cities: 30
- TOP: 0 (second year teachers only have a need here)
- Washington, DC: 90

### Second-year Teaching Fellows Projections:

- Baltimore: 125
- Chicago: 75
- Denver: 35
- Indianapolis: 30
- Louisiana -- Baton Rouge: 0 (our first cohort of teachers will start here in fall 2010)
- Louisiana -- Shreveport: 20
- Memphis: 35
- Milwaukee: 30
- Nashville: 70
- New York City: 475
- Oakland: 50
- Philadelphia: 120
- Phoenix: 20
- Prince George's County: 60

## Narratives

- Rhode Island: 15
- TeacherNex -- New Jersey: 60
- teachNOLA: 30
- Texas - Austin: 100
- Texas -- Dallas: 75
- Twin Cities: 15
- TOP: 55
- Washington, DC: 90

COSTS & STAFFING: Regarding Application Question "Fixed amount applicants must describe the costs that will not be covered by Corporation funding. These costs might include staff salaries and benefits, travel, evaluation, living allowances or salaries for AmeriCorps members, supplies and equipment. Applicants must also describe how they expect to raise the resources necessary to operate a successful AmeriCorps program. You will not be required to track or report on your expenditures. However, you must demonstrate that you have planned for and can raise the additional resources you will need to manage and operate a successful AmeriCorps program."

The following represents the high-level costs at a typical program site with approximately 200 first- and second-year Teaching Fellows in the classroom that would not be covered by Corporation funding : \$520,000 for staff salaries, including full-time (see below for common positions) and seasonal staff (selectors, pre-screeners, and training staff); \$38,500 for recruitment and selection, including website development and marketing costs ; \$20,000 for summer training, including institute training materials and events; \$7,000 for supplies, including office supplies and printing needs; \$20,000 for program oversight, including staff training and development; \$9,000 for technology, including costs associated

## Narratives

with our internal application and tracking system; and \$430,000 for professional fees and program management, which covers TNTTP overhead as well as the salaries for a central team of specialists. While staffing at our program sites can vary, a site at the scale discussed above typically has a Site Manager, Recruitment and Selection Manager, Operations Associate and Training and Resource Manger. In addition, program sites hire seasonal staff to assist with recruitment and the summer training.

The following staff positions will be assigned to the AmeriCorps program:

- A full-time Site Manager will oversee the implementation of the grant.
- A full-time Operations Manager will manage the enrollment and exiting of members as well as AmeriCorps communications and reporting.
- A full-time Program Associate will assist the Operations Manager.
- A full-time Data Analyst will work with site staff to analyze student achievement data.
- Seasonal staff will assist with the enrollment and exiting of members, as needed.
- Based on our current understanding of the student achievement performance measure, we also expect to add a full-time Data Collection Manager (to be funded through the AmeriCorps grant) to a program of this scale in order to collect data on student performance.

### TRAINING AND SERVICE PLAN

Under our current grant, TNTTP specifically highlights the importance of service and civic responsibility during the enrollment process. All AmeriCorps members are provided with information on the ethics of service, civic responsibility and post-service opportunities during their mandatory AmeriCorps training. Additionally, service continues to remain a priority throughout the year. As teachers, our AmeriCorps members attend regular professional development sessions where they are able to reflect on their service as teachers, and improve their skills. Professional development sessions focus on a variety of



## Narratives

topics. Examples include: time management workshop, where members are able to reflect on the efficacy of their strategies and identify areas for improvement; and differentiated instruction workshop, where members learn to articulate why differentiating their instruction is necessary to increase student achievement and develop skills and strategies to implement differentiation in their classrooms. TNTP also provides all Teaching Fellows with monthly newsletters which promote civic responsibility and an ethic of service. Newsletters include tips for teachers, updates on the latest education research, professional development resources, opportunities to get involved with TNTP and/or the district outside of the classroom, as well as a forum for teachers to share strategies and success stories. The newsletter serves as an invaluable resource, providing members with tools in their work to make a positive impact on the students they serve.

When recruiting Fellows, TNTP focuses on a call to serve our nations neediest students for the long-term. As a result, our staff actively works to maximize the retention of Teaching Fellows by directing them to appropriate resources and providing direct feedback on their work in the classroom. Our Teaching Fellows have responded to this call to serve--in 2009, 87 percent returned for a second year and 75 percent returned for a third year of teaching; both of these rates surpass the estimated retention rates for teachers in urban schools.

In addition, the summer training institute instructs and evaluates teachers on the following competencies, which we believe align with promoting an ethic of service and civic responsibility.

Teaching Fellows are expected to:

- Set rigorous academic goals for their students
- Develop a culture of achievement in their classroom
- Use diversity to promote student achievement in their classroom

## Narratives

--Effect change in their classroom/school as a newcomer

### VOLUNTEER RECRUITMENT

TNTP recognizes the importance of securing volunteers to extend the impact of the AmeriCorps program and therefore communicates this expectation to members. TNTP provides all AmeriCorps members with informational resources that will assist them in recruiting and retaining volunteers in their classrooms. In particular, we provide members with two presentations:

1. "Mapping Your Connections", which provides strategies to utilize existing networks to locate volunteers and match volunteers' skills with classroom needs.
2. "Volunteer Retention", which focuses on strategies to retain volunteers throughout the school year.

TNTP continues to actively research and pursue other available resources to assist our AmeriCorps members with volunteerism. In particular, we plan to expand our workshop offerings in order to provide Fellows with information on how to recruit parents as volunteers and how to utilize local businesses and community resources to encourage involvement in classrooms. We expect to have these new resources available in the fall of 2010.

TNTP employs a number of effective strategies to recruit teachers and will apply many of these strategies to bolster the recruitment of volunteers. Our AmeriCorps staff will provide members with local resources to tap for volunteers, as well as email templates containing key messages centered on the impact one can have as a classroom volunteer. We will also work to build our relationship with the state commissions so that we may partner with them in our efforts. Additionally, we will add a volunteer section to our monthly newsletters where we will provide reminders about volunteer recruitment as well

## Narratives

as highlight best practices.

TNTP will also expand upon our current activities for MLK Day of Service and AmeriCorps Week to recruit volunteers in addition to highlighting service. Historically, programs such as our Twin Cities Teaching Fellows program have held an annual MLK day of service event to promote service among Teaching Fellows and their students. Moving forward, we will encourage other sites to hold similar events and provide support and resources to increase the number of volunteers recruited from their local communities.

### COLLABORATION WITH AMERICORPS PROGRAMS

As noted in our application, TNTP collaborates with other Teacher Corps programs, is an active participant in the AmeriCorps affinity group, and partners with other AmeriCorps organizations, including the Inner-City Teacher Corps in Chicago and the Milwaukee Teacher Education Center. Beyond this, TNTP engages and collaborates with Teach for America on a regular basis. This ongoing relationship--including an annual summit which convenes multiple program leadership from each organization--allows us to share our work to recruit, select and train new teachers so that we may learn from one another and implement best practices in an effort to ensure that our nation's students have access to high quality teachers. In previous years, the summit has focused on processes for recruiting and training new teachers, and more recently, has focused on ongoing training for new teachers, with a particular focus on content-specific pedagogy and accelerating new teacher development and impact on student academic outcomes. Between summits, TNTP and TFA interact through topic-driven individual meetings, calls and emails, which occur at both the national and regional levels.

We were excited to find that our consultations with the state commissions also provided us with

## Narratives

additional opportunities to work and connect with other AmeriCorps programs. In fact, we have already begun connecting more regularly with some of the state commissions. In DC, we were invited to exhibit at the Life After AmeriCorps Conference. Potential opportunities for the coming year include inviting our members to local and state events, conferences and rallies sponsored by other AmeriCorps organizations; collaboration among education-focused AmeriCorps programs to make a greater impact in the state and local community and to share resources and best practices; and utilizing existing networks in the state to recruit volunteers.

### CLARIFICATION ON STATE COMMISSION CONSULTATION PROCESS

California -- TNTP's Site Manager for Oakland Teaching Fellows, Ann Tsai, sent an introductory email and request for instructions regarding California Volunteers' preferred consultation process steps on December 8, 2009, and again on December 14. Ms. Tsai followed her emails with phone calls that went unanswered on December 16 and December 17. On February 4, California Volunteers responded and asked her to submit the consultation form, which she did later that day. An email record with these communications has been sent to our Program Officer, Dawn Marie Williams.

Indiana -- Hollie Swofford, TNTP's Site Manager for Indianapolis Teaching Fellows, sent an introductory email and request for instructions regarding the state's preferred consultation process in late 2009. Ms. Swofford sent a follow-up email and in response received a call asking her to resend her initial email, which she did. Ms. Swofford followed up a third time and proactively submitted a completed consultation form but never heard back from the state commission. Since the consultation process, Ms. Swofford has left her position as Site Manager; therefore, TNTP is unable to provide any email records at this time.

## Narratives

Illinois -- Kate Sullivan, TNTP's Site Manager for Chicago Teaching Fellows, reached out to Serve Illinois on December 3, 2009. On December 11, Serve Illinois requested a consultation form and a meeting with Kate. Ms. Sullivan submitted the consultation form on December 12 and on January 11 spoke with Ted Gibbs. Ms. Sullivan sent a follow up email on January 12. An email record with these communications has been sent to our Program Officer.

Louisiana -- TNTP operates three programs in Louisiana: teachNOLA, Louisiana Teaching Fellows-Baton Rouge and Louisiana Teaching Fellows-Shreveport. Ashley Angelico, TNTP's Site Manager for teachNOLA, coordinated the outreach process in Louisiana. Ms. Angelico sent an introductory email on November 30, 2009, and in response to LA Serve's request, she submitted a completed consultation form on December 14. On January 21, LA Serve sent an email acknowledging receipt of the consultation form with a request for additional information. Ms. Angelico responded to LA Serve's inquiry on January 22. An email record with these communications has been sent to our Program Officer.

Maryland -- TNTP operates two programs in Maryland: Baltimore City Teaching Residency and Prince George's County Teaching Fellows. Emily Silberstein, Site Manager for Prince George's County Teaching Fellows, and Ami Maguina, Site Manager for Baltimore City Teaching Residency, jointly reached out to the state commission. On November 30, 2009, Ms. Silberstein sent an introductory email to the commission and in response to their request, completed a survey, which served as their consultation form, on December 2. The state commission confirmed receipt of the survey on December 11, and on January 14, Ms. Maguina emailed Kate Scherr to follow up and request an in-person meeting but did not hear back. An email record with these communications has been sent to our Program Officer.

Minnesota -- Norah Barrett, TNTP's Site Manager for Twin Cities Teaching Fellows sent the state commission an email with a completed consultation form on December 10, 2009, and called to follow up

## Narratives

on December 15. On January 21, Ms. Barrett spoke with Audrey Suker who noted that no additional information was required of TNTP. Ms. Barrett's December 10 email has been sent to our Program Officer.

New Jersey -- David Malbin, TNTP's Senior Partner in New Jersey, reached out to the New Jersey Commission on December 7, 2009. After being redirected to the commission's executive director, Mr. Malbin sent an introductory email along with a request for a meeting and New Jersey's preferred consultation process. Mr. Malbin sent a follow-up email and completed consultation form on January 8 and second follow-up email on February 8. On February 9, he spoke with Rowena Madden who noted that the conversation would be considered a "consultation". In addition, Ms. Madden sent Mr. Malbin an email following the conversation, in which she wished TNTP success on our application. An email record with these communications has been sent to our Program Officer.

Pennsylvania -- Jessica Adler, TNTP's Site Manager for Philadelphia Teaching Fellows, reached out to PennServe on November 25, 2009, and again on December 14. Per PennServe's request, Ms. Adler submitted a consultation form on December 15. PennServe acknowledged receipt of the consultation form on January 27 via a letter mailed to our central office. An email record and copy of the PennServe acknowledgement letter have been sent to our Program Officer.

Rhode Island -- TNTP's Site Manager for Rhode Island Teaching Fellows, Kerry Tuttlebee, sent an introductory email to Serve Rhode Island on December 2, 2009, and scheduled an in-person meeting for January. On January 6, 2010, Ms. Tuttlebee met with Bernie Beaudreau and submitted a completed consultation form. Following this meeting, she sent a follow-up email and has even partnered with others in the Serve Rhode Island office to coordinate recruitment outreach. An email record outlining Ms. Tuttlebee's efforts during the consultation process has been sent to our Program Officer.

## Narratives

Washington, D.C. -- Cortney Walker, TNTP's Site Manager for DC Teaching Fellows sent an introductory email to Serve D.C. on November 30, 2009. Per Serve D.C.'s request, Ms. Walker submitted a consultation form on December 21. She spoke with Kristen Henry on January 6 and sent a follow-up email on January 12. An email record with these communications has been sent to our Program officer.

### CRIMINAL HISTORY CHECK REQUIREMENT

As a current grantee, TNTP has developed a process to ensure that all grant-funded staff undergo both a criminal background check and a sex offender check; all results are kept on file in TNTP's central office. TNTP's Human Resources department provides our AmeriCorps management team with new hire names and contact information so that we are able to conduct the appropriate background checks. AmeriCorps program staff conduct the sex offender check and provide new hires with detailed instructions on requesting an FBI criminal background check. We plan to follow this process moving forward.

Likewise, all AmeriCorps members undergo both a required criminal background check and sex offender check. Under our ASP, sex offender checks are conducted on all Teaching Fellows who begin the summer training Institute. Because our Teaching Fellows are employees of the school district in which they work, we secure MOUs from all district partners indicating that they conduct criminal background checks on their employees. We also plan to follow this process moving forward.

### UPDATED MSY AMOUNT FOR PARTICIPATION IN PM PILOT AT 755 SLOTS

## Narratives

Decreasing our awards to 755 slots (from 3,435) in conjunction with additional details around the Performance Measure Pilot (particularly Performance Measure 15) will necessitate an increase in our cost per MSY from \$633 to \$2,255. To arrive at the new MSY for 755 slots, we first accounted for the cost savings the program will incur due to bringing in fewer participants. These cost savings include decreased staffing resources to manage enrollment and exiting of members and related costs as well as the need to oversee fewer operating sites. However, because many of our Teaching Fellows costs are fixed costs, our programs are most cost-effective at scale. Thus, the smaller scale at which we are currently being considered alone necessitates an increase in our cost per MSY. For example, based on the recently released requirements for Performance Measure 15, we anticipate needing additional resources in order to measure and monitor our progress against these outcomes. A portion of our costs for participating in the Performance Measure Pilot are fixed no matter the size of the program; such as technology development, staff support and training on student assessments and data analysis, etc. In addition, we need to account for the fact that in many of our districts we will need to track down data on individual student growth on dozens of separate locally implemented benchmark assessment tests, which will require significant staff resources.

### Continuation Changes

TNTP has made changes to the application info, performance measures, and budget sections.

#### A. Enrollment

The New Teacher Project filled 100% of awards in Year 1. TNTP has 755 AmeriCorps members across the country in Chicago, Denver, Indianapolis, Milwaukee, Nashville, Newark, New York, Philadelphia and Phoenix. The demand for AmeriCorps slots exceeded the number of awards. 857 Teaching Fellows initiated the application process to become AmeriCorps members (128% of available slots).

#### B. Rationale and Approach



## Narratives

Teachers matter. Studies have shown that the effectiveness of the teacher is the single most important school-based factor influencing student achievement (Sanders & Horn, 2004; Gordon, Kane & Staiger, 2006). Within three years, a student who has three effective teachers in a row can score up to 50 percentile points higher than a comparable peer with three ineffective teachers (Sanders & Rivers, 1996).

The need for excellent teachers is particularly high in subject areas such as math, science, and special education. In 2010, every state in which TNTP proposes to establish or continue an AmeriCorps program cited these three subjects as shortage areas ("Teacher Shortage Areas Nationwide Listing 1990-91 thru 2010-11," US Department of Education).

TNTP works to address these community needs by recruiting and training teachers who teach shortage subject areas to serve in high-poverty and low-performing schools. The AmeriCorps program is integral to ensuring that members have a powerful service experience during their first year of teaching. The program increases the teachers' impact through community service; supports members in developing service learning projects for their students; and helps bring community members into the classroom by training members to recruit and utilize volunteers. In 2009, AmeriCorps members recruited 1,200 volunteers for their classrooms.

AmeriCorps education awards are critical to supporting these teachers. Members earn a new teacher's salary while paying for the cost of certification and student loans. In cities such as New York and Phoenix, the cost of certification is over 35% of a new teacher's annual salary. Members receive no additional stipend to offset these costs, so the education award relieves a significant financial burden.

C. Request for expansion

## Narratives

In 2010-2011, TNTP will:

- Launch three new sites;
- Increase the number of sites included in the ED15 student achievement performance measures pilot from two sites to five; and
- Expand the number of teachers included in the AmeriCorps network (including four state-wide initiatives).

Together, these initiatives will recruit and train 1,200 teachers who are committed to a long-term career in education in low-performing schools. This expansion will also provide CNCS with a larger data set for the ED15 performance measure, which will help the Corporation make an increasingly compelling case about the impact of Teacher Corps members on student achievement.

These efforts support AmeriCorps priorities for education programs, specifically improving academic outcomes for children in low-performing schools, participation in the national performance measure pilot, volunteer recruitment, and service learning.

TNTP's primary focus is on ensuring that high-need schools and students have excellent teachers who can raise student achievement; as a result, we are requesting 445 additional awards for these teachers without an increase in TNTP's grant award, for a total of 1,200 awards. This will lower the organization's cost per MSY from \$633 to \$398.

### \*New Launch Sites\*

The New Teacher Project (TNTP) will launch three new sites in fall 2011: Charlotte, NC; a statewide recruitment initiative in Delaware; and Pittsburgh, PA. Public schools in these sites have persistently

## Narratives

low student achievement rates and unacceptably low graduation rates that our members will work to improve.

- The graduation rate for students in Charlotte-Mecklenburg Schools (CMS) is only 69.9% and only 62% of African-American and 55% of Hispanic students in CMS graduate from high school. In 2009, only half of low-income students passed both the reading and math end-of-course tests, compared to 85% of students who are not low-income. (Sources: "The 2008 Broad Prize for Urban Education," BroadPrize.org; "Charlotte-Mecklenburg," Education First NC School Report Cards, 2010)

- The graduation rate for economically disadvantaged students in Delaware is 77%, eight points lower than the state average. In 2009, 29% of Delaware students in grades 2-10 scored below grade level in math and 24% scored below grade level in reading. Currently 9% of classes in high-poverty schools are taught by teachers who are not highly qualified, compared to 6% nationwide. (Sources: "Delaware Student Testing Program," Delaware Department of Education; "Highly Qualified Teacher Statistics 2009," Delaware Department of Education; ED Data Express, ED.gov)

- 71% of students in Pittsburgh Public Schools are low-income; 59% of students are below grade level in math and 49% are below grade level in reading. Due to a teacher shortage in high-need subjects, 10% of classes are taught by teachers who are not highly qualified, compared to 6% nationwide. Expanding to this site will make AmeriCorps a statewide initiative in Pennsylvania, since we already operate an AmeriCorps site in Philadelphia. (Sources: "District Information," Pittsburgh Public Schools; "Academic Achievement Report," Pennsylvania Dept. of Education; "District Report Card 2009-2010," Pennsylvania Dept. of Education; ED Data Express, ED.gov)

\*ED 15 Pilot Expansion\*

## Narratives

As discussed with CNCS, TNTP will expand the number of sites included in the ED15 performance measures pilot to measure increased student achievement. In 2011, TNTP will add Charlotte (described above); Denver, CO (an existing AmeriCorps site that is not yet part of the ED15 pilot) and Memphis, TN. Additional awards will facilitate this expansion.

- 86% of Memphis City Schools students are economically disadvantaged and the graduation rate in this district is 62%, compared to 83% statewide. In 2009, almost a quarter (24%) of economically disadvantaged students scored below grade level in high school math and 11% scored below grade level in reading (Source: Tennessee Department of Education Report Card, 2009). This expansion will make the Teaching Fellows-AmeriCorps Education Award Program a statewide initiative in Tennessee in addition to our existing AmeriCorps site in Nashville.

### \*Expanding the AmeriCorps network\*

AmeriCorps provides TNTP with the resources to expand our members' impact in the community. TNTP has identified three sites that would benefit especially from joining the AmeriCorps network.

- Oakland, CA: Over half (54%) of economically disadvantaged students in Oakland Independent School District are below grade level in math and over 60% are below grade level in reading. 65% of students district-wide are low-income and the graduation rate is only 68%. Oakland Teaching Fellows is a critical pipeline for high-need schools in the district: in 2009, 39% of all teachers hired by the district were recruited by OTF and 97% of these teachers worked in Title I schools. Certification costs in Oakland are as much as \$16,000--41% of a new teacher's salary--a significant financial burden for Fellows. (Source: 2009 Adequate Yearly Progress Report, Oakland, California Department of Education)

- Rhode Island: Rhode Island Teaching Fellows is a state-wide initiative that partners with high-need

## Narratives

schools in the state. Across Rhode Island, 43% of all students are economically disadvantaged; the graduation rate for disadvantaged students is 63%--13 points lower than the state average. Almost half (46%) of students are below grade level in math and 30% are below grade level in reading. The Rhode Island program is a statewide initiative where AmeriCorps members teach across four urban areas in the state. (Source: "Statewide Data," InfoWorks Live!, 2009-2010)

- Dallas, TX: Texas Teaching Fellows are combating a persistent and significant achievement gap. The graduation rate for these students is significantly lower than that of White students: longitudinal graduation rates show that 74% of African American and Hispanic students will graduate and 78% of economically disadvantaged students will graduate; by comparison, 90% of White students will graduate. Disadvantaged students disproportionately receive lower-ranked diplomas than other students. Only 4% of African-American students received the highest-ranked diploma that helps students gain admission to competitive colleges; 15% of White students received the highest-ranked diploma. Texas Teaching Fellows also aligns with the state's priorities: the OneStar Foundation (Texas AmeriCorps state commission) has devoted the entirety of its 2009-2012 AmeriCorps\*Texas funding towards educational initiatives. (Source: Secondary School Completion and Dropouts in Texas Public Schools 2008-09)

### D. Organizational capacity

TNTP has hired a dedicated AmeriCorps Site Manager and Program Associate to manage the AmeriCorps program and will hire two temporary assistants at 30 hours per week from June to September to assist with enrollment and exiting.

To streamline enrollment, TNTP is updating its TeacherTrack 2® system to collect eligibility verification documents online. Applicants will upload these documents to a secure server, where they will be linked

## Narratives

to each member's file. Members also sign the Member Agreement electronically. Since 2010, members complete the online MyAmeriCorps application, thereby reducing the paperwork burden on AmeriCorps staff.

Service trainings are now delivered via webinar. This ensures that all members receive the same high quality training experience. Satisfaction with this approach is very high: in 2010, 87% agreed that service learning and volunteer recruitment training was helpful.

### E. State Commission Consultation

Site Managers at every current and proposed AmeriCorps site submitted consultation forms to state commissions in early December and requested a meeting with commission staff to discuss the program. We have secured confirmation and/or a meeting with 10 of 13 commissions and notified our Program Officer of efforts to contact Colorado, Arizona, and North Carolina.

Current sites provided state commissions with a list of member service locations to identify areas of overlap with other AmeriCorps programs. Several state commissions (e.g., Indiana, Wisconsin, Tennessee) offered to connect us to AmeriCorps programs in the state and we are excited to engage them in this effort. State commissions will receive quarterly newsletters beginning in February 2011. We are pursuing participation in the states' annual needs assessment and training plan.

### F. Retention

In 2009-2010, TNTP retained 89.1% of 742 enrolled members (includes refill slots), exceeding the national average (86%) for first year teacher retention, even with members serving in high-poverty schools (National Commission on Teaching and America's Future, "No Dream Denied: A Pledge to America's Children," 2003).

## Narratives

TNTP is committed to maximizing the retention of effective members in classrooms and works to identify strategies for increasing retention. To continue improving the retention of effective teachers, TNTP will:

- Coordinate with school districts to align recruitment goals with vacancy projections.
- Analyze which qualities of applicants correlate to higher retention of effective teachers.
- Strengthen cohort networks through AmeriCorps activities such as service opportunities outside the classroom to connect Fellows with each other and the community.
- Partner with school district staff to strengthen retention tracking in order to retain top-performing Fellows

TNTP's 2010 retention is currently at 95.7%.





**Result: Output**

Indicator:

PM Statement:

Prev. Yrs. Data

**Result: End Outcome**

Per guidance from our program officer, we will address the specifics of these performance measures in the clarification phase of the competition.

Indicator:

PM Statement:

Prev. Yrs. Data

## National Performance Measures

**Priority Area:** Education

**Performance Measure Title:** Student attendance of AmeriCorps Members

**Service Category:** Secondary Education

### Strategy to Achieve Results

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

As full time teachers, Teaching Fellows are employed by the school district in which they work. As a result, at the beginning of the year, each teacher is assigned students in accordance with the individual school district's policy in addition to the individual teacher's job description (e.g., a secondary math teacher will be assigned students whom the district determines should be in that classroom).

School districts reserve the right to move students from one classroom to another throughout the year, which impacts the number of students still enrolled in an AmeriCorps member's classroom at the conclusion of the school year. In addition, students may leave the classroom if they move out of the district. Fellows are trained to educate student and families on the importance of education and keep all parties well informed on student progress. Fellows are encouraged to address chronic student absences with students and families to reduce drop-out rates and ensure students are making progress towards achieving grade level standards.

### Result: Output

Result.

Students enrolled in an AmeriCorps member's classroom at the conclusion of the school year.

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

Target : 28,000 students end the school year in an AmeriCorps member's classroom. AmeriCorps members are both secondary and elementary teachers.

Target Value: 28000

Instruments: At the end of the school year, we will survey members to identify the number of students assigned to their classrooms.

PM Statement: 28,000 students are enrolled in an AmeriCorps member's classroom at the conclusion of the school year.

### Result: Output

Result.

Students enrolled in an AmeriCorps member's classroom at the beginning of the school year.

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

Target : 33,000 students begin the school year in an AmeriCorps member's classroom. AmeriCorps members are both secondary and elementary teachers.

Target Value: 33000

Instruments: At the beginning of the school year, we will survey members to identify the number of students assigned to their classrooms.

PM Statement: 33,000 students are enrolled in an AmeriCorps member's classroom at the start of the school year.

## National Performance Measures

**Priority Area:** Education

**Performance Measure Title:** AmeriCorps Member Activities

**Service Category:** Secondary Education

### Strategy to Achieve Results

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

The New Teacher Project will ensure that schools meet their needs for qualified, diverse and effective teachers.

TNTP will recruit, select, train and secure positions for 755 first-year teachers where they are needed most, typically in impoverished areas. TNTP offers school districts access to a pool of talented, high-achieving individuals who have deep content knowledge and who are seeking long-term careers as teachers.

Teaching Fellows receive specialized, intensive training designed specifically to prepare them to be effective in a high-need school. The summer training is designed to orient Teaching Fellows to the day-to-day challenges they will face and the practices they will need to be effective teachers. This pre-service training is a critical component to retaining these teachers and ensuring their ability to be effective in the classroom. In addition, The New Teacher Project employs Training and Resource Managers who manage the institute training, coordinates professional development workshops, directs Teaching Fellows to appropriate resources and provides direct feedback on their work in the classroom. This support coupled with the pre-service training impacts both the success of Teaching Fellows in the classroom as well as the number who complete the school year.

Research has shown that schools serving low-income communities, where poor and minority students are concentrated, are far less likely to be staffed with effective teachers. In order to close the achievement gap, TNTP believes that high-need students must be provided with outstanding teachers and, therefore, will work with school districts across the country to ensure that poor and minority students get excellent educators. As a result, the majority of Teaching Fellows will teach in high-need schools, defined as Title I schools.

### Result: Output

Result.

High quality individuals enter the classroom as first-year teachers.

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

Target : 755 high-achieving first-year teachers begin the school year. AmeriCorps members are both secondary and elementary teachers.

Target Value: 755

Instruments: TNTP works with our district partners to identify which positions Fellows have filled, and utilize our internal, proprietary tracking system, TeacherTrack 2, to track Fellows throughout the school year.

## National Performance Measures

Result.

PM Statement: 755 highly-qualified first-year teachers begin the school year as classroom teachers.

### Result: Output

Result.

High quality individuals complete the school year as first-year teachers.

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

Target : 680 highly-qualified first-year teachers complete the school year as classroom teachers.

AmeriCorps members are both secondary and elementary teachers .

Target Value: 680

Instruments: In addition to working with our district partners to identify any Fellows who are no longer teaching, TNTP will utilize our internal electronic Teaching Fellows tracking system, TeacherTrack 2, to determine the number of first-year teachers who are teaching at the conclusion of the school year.

PM Statement: 680 highly-qualified first-year teachers complete the school year as classroom teachers.

### Result: Output

Result.

High quality individuals teach in high-need public schools.

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

Target : 470 first-year teachers teach in high-need public schools. AmeriCorps members are both

secondary and elementary teachers. A high-need schools meets the definitions outlined in the

Race to the Top Notice of funding Opportunity.

Target Value: 470

Instruments: TNTP works with our district partners to identify which positions Fellows have filled and uses our applicant tracking system, TeacherTrack 2, to record this information, including the Title I status of the school. In addition, TNTP uses state databases to determine which service locations meet the ED14 definition of a high-need public school.

PM Statement: 470 highly-qualified first-year teachers teach in high-need public schools.

### Priority Area: Education

**Performance Measure Title:** Post-service Member Activities

**Service Category:** Secondary Education

### Strategy to Achieve Results

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

When recruiting, TNTP will focus on a call to serve our state's neediest students for the long-term. These messages are reinforced throughout our application process. In addition, during our selective interview process, candidates are assessed against our Commitment competency, where they must demonstrate a sustained commitment to teaching and to raising student achievement in a high need school. Once accepted, Teaching Fellows receive specialized, intensive training designed specifically to prepare them to be effective in a high-need

## National Performance Measures

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

school. The summer training is designed to orient Teaching Fellows to the day-to-day challenges they will face and the practices they will need to be effective teachers. This pre-service training is a critical component to retaining these teachers for the long-term and ensuring their ability to be effective in the classroom. Each site also employs a Training and Resource Manager who manages the institute training, coordinates professional development workshops, directs Teaching Fellows to appropriate resources and provides direct feedback on their work in the classroom. This support coupled with the pre-service training impacts the success of Teaching Fellows in the classroom as well as the number who return for another year of teaching.

TNTP's mission is to recruit and retain effective teachers for the students that need them most. The organization has a strong focus on long-term retention, with 77% of Fellows starting a third year of teaching, compared to 69% of urban teachers nationwide (National Commission on Teaching and America's Future. 'No Dream Denied: A Pledge to America's Children', 2003). Like other teachers, Fellows may decide to pursue opportunities in education as principals, trainers, recruiters, etc., where they can continue to support efforts to raise student achievement.

### Result: Intermediate Outcome

Result.

High quality individuals continue to teach in public schools in the year following their term of service.

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

Target : 620 high achieving individuals teach in a public school in the year after their term of service.

AmeriCorps members are both secondary and elementary teachers.

Target Value: 620

Instruments: In addition to utilizing our internal electronic Teaching Fellows tracking system, TeacherTrack 2, TNTP will utilize our End of Year Fellow survey to determine how many teachers will remain teaching in a public school in the year following their term of service.

PM Statement: 620 highly-qualified individuals continue to teach in public schools in the year after their term of service.

### Result: Intermediate Outcome

Result.

High quality individuals choose to pursue non-teaching opportunities in the education field in the year following their term of service.

Target : 15 high achieving individuals choose to pursue non-teaching opportunities in the education field in the year after their term of service. AmeriCorps members are both secondary and

## National Performance Measures

Result.

elementary teachers.

Target Value: 15

Instruments: TNTP will utilize our End of Year Fellow survey to determine how many teachers opt to pursue opportunities in the education field other than teaching.

PM Statement: 15 highly-qualified individuals choose to pursue non-teaching opportunities in the education field in the year following their term of service.

**Priority Area: Education**

**Performance Measure Title:** Student achievement

**Service Category:** Secondary Education

### **Strategy to Achieve Results**

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

Once accepted, Teaching Fellows receive specialized, intensive training designed specifically to prepare them to be effective in a high-need school. The summer training is designed to orient Teaching Fellows to the day-to-day challenges they will face and the practices they will need to be effective teachers. This pre-service training is a critical component to retaining these teachers for the long-term and ensuring their ability to be effective in the classroom. Each program also employs a Training and Resource Manager who manages the institute training, coordinates professional development workshops, directs Teaching Fellows to appropriate resources and provides direct feedback on their work in the classroom. This support coupled with the pre-service training impacts the success of Teaching Fellows in the classroom.

In partnership with CNCS, Teacher Corps programs are approaching the ED15 performance measure as a 'pilot within a pilot.' In 2011-2012, TNTP will collect student achievement data in a select group of sites, including Charlotte, Denver, Nashville and New York. This will expand the ED15 pilot sites from two sites in 2010 to four sites in 2011.

As assessments vary widely across districts and states, the assessments used by TNTP for this measure will vary by program site, school, subject and/or grade. Likewise, how we measure achievement will also vary, as in some program sites, we will make use of standardized state pre- and post- assessments and in other sites we will use standardized benchmark assessments already being administered in the schools.

## National Performance Measures

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

Because tests are not administered in all subjects and grade levels, TNTP will not be able to provide data for all

Fellows in these pilot districts.

### **Result: Intermediate Outcome**

Result.

Academic achievement improves for students taught by an AmeriCorps member.

Indicator: ED15: Students with improved academic performance.

Target : 5,740 students taught by an AmeriCorps member show academic improvement. AmeriCorps

members are both secondary and elementary teachers.

Target Value: 5740

Instruments: As noted in the Strategy to Achieve Results section, because assessments will vary across sites, TNTP will use both state standardized tests and standardized benchmark assessments to measure student achievement. Standardized assessments vary by state.

PM Statement: Academic achievement improves for 5,740 students taught by an AmeriCorps member.

## Required Documents

**Document Name**

**Status**

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable