

## PART I - FACE SHEET

<b>APPLICATION FOR FEDERAL ASSISTANCE</b>		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction														
Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)																
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE:  10-JAN-11	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID:  11ES122396	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER:  09ESHWI0010002														
<b>5. APPLICATION INFORMATION</b>																
LEGAL NAME: Mount Mary College  DUNS NUMBER: 073841595	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):  NAME: Linda Delgadillo  TELEPHONE NUMBER: (414) 382-9666  FAX NUMBER: (414) 382-9664  INTERNET E-MAIL ADDRESS: delgadil@mtmary.edu															
ADDRESS (give street address, city, state, zip code and county): 2900 N. Menomonee River Parkway Milwaukee WI 53222 - 4545 County:																
6. EMPLOYER IDENTIFICATION NUMBER (EIN):  390806154	7. TYPE OF APPLICANT: 7a. Higher Education Organization - Private  7b. Faith-based organization 4-year college															
8. TYPE OF APPLICATION (Check appropriate box).  <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/>  A. AUGMENTATION        B. BUDGET REVISION  C. NO COST EXTENSION    D. OTHER (specify below):	9. NAME OF FEDERAL AGENCY: <b>Corporation for National and Community Service</b>															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps Fixed Amount Grant (State)	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Urban Education Fellows Program															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):  Milwaukee, WI	11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 08/15/11      END DATE: 08/14/12	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="WI 004"/> b.Program <input type="text" value="WI 004"/>															
15. ESTIMATED FUNDING: Year #: <input type="text" value="2"/>	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?  <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:  DATE:  <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 43,200.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>c. STATE</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>d. LOCAL</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>e. OTHER</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>f. PROGRAM INCOME</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>g. TOTAL</td> <td style="text-align: right;">\$ 43,200.00</td> </tr> </table>	a. FEDERAL	\$ 43,200.00	b. APPLICANT	\$ 0.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 43,200.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
a. FEDERAL	\$ 43,200.00															
b. APPLICANT	\$ 0.00															
c. STATE	\$ 0.00															
d. LOCAL	\$ 0.00															
e. OTHER	\$ 0.00															
f. PROGRAM INCOME	\$ 0.00															
g. TOTAL	\$ 43,200.00															
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.																
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE:  Linda Delgadillo	b. TITLE:  Program Director	c. TELEPHONE NUMBER:  (414) 382-9666														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED:  04/27/11														

## Narratives

### Executive Summary

The Urban Education Fellows Program recruits, prepares, supports and retains highly qualified teachers in Milwaukee public, charter, and private schools serving children of color and poverty. Members receive significant support and professional development to become certified teachers, earn master's degrees in education, and positively impact student learning. Members also integrate service learning in their curriculum, promoting service attitudes through class service projects.

### Rationale and Approach

#### COMPELLING COMMUNITY NEED:

According to a recent report in Education Week, across the nation, schools will need to hire two million public school teachers in the next decade. A third of U.S. teachers, two-thirds in inner cities, report that their schools have difficulty keeping good teachers. In an effort to fill their need for teachers, a number of states employ teachers who are under-qualified. Across the country, urban schools, both public and private, that serve poor, minority, and limited English proficient students are far more likely to have high concentrations of such teachers. It is also true that once certified, teachers may leave the lower paying non-public schools to work in the public school system. This is particularly true for Milwaukee urban, public and independent private, parochial and charter schools. Principals have indicated that they continue to need help in recruiting and retaining highly qualified teachers as they have experienced high teacher turnover each year over the past 5 years and expect significant turnover in the next 5 years (Survey of Principals, 2005, conducted by the UEFP). The Milwaukee Archdiocese reports that in 2008, it hired 131 new teachers to fill its vacancies, with 58 in Milwaukee urban schools (45 of these placed in 12 of UEFP partner schools).

Since the 1980s, when private foundations began to fund nontraditional programs in an effort "to improve overall teaching in America's public schools" (Holmes, 2001, p. 317), more and more states have developed alternate licensing systems. According to a 2005 report issued by the Project on the Next

## Narratives

Generation of Teachers and sponsored by the Harvard Graduate School of Education, authors Johnson, Birkland and Peske stated, "much of the current debate about teacher quality centers on the effectiveness of alternative teacher certification programs" (p. v). To meet the challenge of No Child Left Behind, to provide qualified teachers for our youth and to address a critical need in Milwaukee, the UEFP provides educational resources to develop highly skilled and competent K-12 teachers for schools that serve predominantly minority, low income, limited-English students. The schools that participate in the UEFP report that, in the past, they experienced 25%-50% teacher turnover each year. Having corroborated the need, private funders worked closely with Mount Mary and Alverno colleges to identify schools that would support new teachers in this venture. Principals were involved in the early process of program design. They helped identify the skills and knowledge needed for teachers to be successful with urban students (e.g., content, child development, relationship building, etc.). They met with the funders and colleges to identify vacancies so that Fellows could be appropriately matched to teaching positions. Principals agreed to serve as site supervisors and assessors of Fellows' progress, provide professional development opportunities, and support the beginning teachers. Since participating in the UEFP, teacher recruitment and retention is increasing. After completing their service with the UEFP, 90% of the teaching fellows remain in education with 70% serving in their original or partner schools.

Over the past eight years, the UEFP has significantly reduced the rate of staff turnover, improved educational quality, and provided consistency in students' lives; yet the need for this program persists. The demand for quality teachers in our partner schools is evident every year. There is potential to place more members in these schools, as well as to serve new high-need, hard-to-staff schools that have vacancies. We have the structure and commitment of resources from the two colleges, our schools, and the two foundations in place to continue to support the UEFP through 2012.

What began as a collaborative of a dozen schools in 2001, has grown to over 30 partner schools. In order

## Narratives

to continue to improve the status of the city's youth and meet the demands for qualified teachers we are requesting 54 full-time member slots. Clearly, the UEFP has been successful in helping to address a combination of the Corporation's strategic initiatives to ensure a brighter future for America's youth by recruiting, preparing, supporting, and retaining highly qualified teachers for youth from disadvantaged circumstances, and incorporating service learning projects that engage students as volunteers in their communities to meet critical needs and develop habits of good citizenship.

The philosophy of the UEFP is two-fold, focusing on the needs of adults who are switching careers to become teachers and on the needs of the learners in the central city. Regarding the first, we believe that a standards-based program that uses performance assessment both to guide and document work in the program fits the needs of adults. The standards help the members integrate their college coursework and their experience in classrooms, providing an explicit picture of the knowledge, skills, and dispositions of the teacher they aspire to be. The design of the program is guided by our understanding of standards as a framework for learning (Diez, Richardson, and Pearson, 1994: National Commission on Teaching and America's Future, 1996). The coaching model that we have adopted is grounded in principles of adult learning (Brookfield, 1990; Knowles et al., 1985). Our use of assessment for learning as well as to document performance models the expectations of the profession (Diez, 2001; NCATE, 2002). Assessment is also seen as a vehicle to promote reflective practice, so that our Fellows learn, as teachers, to be life-long learners (Schon, 1983; Zeichner, 1987).

Regarding K-12 learners, especially in the urban context, we have taken an approach grounded in developmental and cognitive psychology, focusing on ways to promote deep understanding in learners. Finally, because the members are being prepared to work with a diverse student body, we emphasize in the program an understanding of the richness of cultural differences and the impacts of poverty (Banks, 2000; Bradshaw, 2002; Trimble, 2002; Payne, 2005, 2006).

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We begin the program with core courses that emphasize principles of development and learning, drawing upon a range of theorists including Piaget and Inholder (1969), Erikson (1963, 1968), Kohlberg (1981), Gilligan (1982), Belenky et al. (1988), and Gardner (1993). Because we believe that literacy is core to any learner's development (IRA, 1996; NIH, 2000; Wisconsin Department of Public Instruction, 2001), we have designed a program that builds strong connections to literacy across core subject areas. Building upon a constructivist approach to learning (Brooks & Brooks, 2000), we work with the Fellows to develop deep learning in their students. We encourage what Newmann and his colleagues (2001) call "high quality intellectual tasks," as classroom assignments. These are tasks that call upon critical thinking, require elaboration of thinking in writing and speaking, and relate to real world contexts. This focus also connects to the service learning focus of the program, through which the Members engage their learners in community-based service projects. Members and their student volunteers implement service learning projects that meet critical community needs and assess the impact their projects have on themselves, their students and the community.

### DESCRIPTION OF ACTIVITIES AND MEMBER ROLES:

As a teaching fellows program, the UAFP provides teacher preparation through two components for its members--accelerated and non-accelerated. Both Alverno and Mount Mary have strong reputations in teacher education and contribute to the support and development of the members. The program provides instruction and coaching within an innovative framework for teaching and learning. Teams of faculty from both colleges designed a curriculum that not only provides the basic knowledge and techniques for teaching but also aligns the Wisconsin State Teacher Standards to meet the needs of all learners as well as teacher licensure and master's degree requirements. Faculty and instructors oversee the assessments of coursework, professional portfolios, and action research projects related to graduate-level studies. Member progress is documented and kept on file at the colleges along with coach

## Narratives

observations and other assessments. Action plans are utilized when interventions are found necessary for improvement of practice.

The UEFP has an accelerated and a non-accelerated component in which 54 members will teach and mentor students (ethnically diverse, low income and/or limited English-limited speakers) full-time in grades K-12 in challenging, high-need, hard-to-staff, high-poverty, urban schools. These schools have historically indicated that they need to re-fill 25%-50% of their teaching staff each year. Members will teach reading/language arts, social studies, science, and/or mathematics. Members will design and implement lessons/unit plans by teaching and mentoring to foster student learning.

Accelerated: Over seven semesters, members will learn how to teach students through an internship model while receiving training through a 48-credit graduate coursework program (aligned w/Wisconsin Teacher Standards), professional development training, and receive coaching by master teachers to develop teaching and learning strategies in their respective subject areas to positively affect student learning. These 35-40 members will be hired as the full-time teachers of record in independent private, parochial, and charter schools.

Non-Accelerated: Over the course of each year, members will learn how to teach through postbaccalaureate and graduate coursework (aligned w/Wisconsin Teacher Standards), mentoring by master teachers, and ongoing opportunities for professional development. These 10-17 members will serve in public, private and independent schools as full-time teachers of record, long-term substitutes, or student teachers in public and independent charter schools while completing licensure and/or master's degree requirements.

Partner Schools: Principals are instrumental partners of the program as they request our members to fill

## Narratives

teacher vacancies. Principals evaluate the effectiveness of members' instruction and classroom management related to meeting state standards of practice for licensure. They cite that our members, who routinely continue to teach in their schools after their AmeriCorps service year(s), provide consistency needed in the students' lives. Overall, they report that our members have positive impact on the lives of students and their families, and many have become leaders within their schools.

Coaches and Training: Eight to ten educational leaders, such as retired school administrators and master teachers, will serve as coaches at the school sites to provide invaluable preparation and support to the members.

Service Learning: A Service Learning Coordinator will meet with members six times during the year to provide training to advance member development (e.g. curriculum and instruction, conflict resolution, first aid/CPR, civic responsibility), to introduce the concept of service learning, and to assist and supervise the implementation of service projects. In spring, members present their projects to their peers, school/college administrators, and coaches to report the impact of the projects on the members and their students. Projects will be evaluated by the Service Learning Coordinator, members, and their students using Service Learning Project Surveys and reflection forms.

Compliance: The Director, who oversees all aspects of the UEFP, will provide an orientation about the roles and responsibilities of site supervisors and members including rules on prohibited service activities, documenting all materials and requirements for member enrollment, service hour timekeeping, and college coursework and licensure requirements. An office assistant will monitor and maintain timekeeping records, member files, member progress reports, project reports, and other materials needed for program documentation.

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The AmeriCorps grant adds value to the program as effective teacher education (licensure and master's degrees) is critical to meeting the needs of the population we serve. Our members develop a firm foundation of effective teaching practices that helps them meet student needs. Our members' service goes beyond their year(s) in AmeriCorps, as post-service, they continue to serve in our schools improving student learning and developing positive student attitudes toward community service and civic responsibility. This training foundation (thanks in part to the education awards earned by members to assist with tuition costs) provides them with the necessary experience, skills and knowledge to remain in the profession, thereby addressing national concern regarding teacher retention. Our program maintains contact with alumnae to provide on-going professional development and to encourage National Board Teacher Certification upon completion of initial teacher licensure. Many alums have moved on to positions such as dean of students, principals, curriculum directors, and reading specialists. Such professional mobility continues to positively contribute to students' lives and impacts urban education in Milwaukee.

### MEASURABLE OUTPUTS AND OUTCOMES:

The UEFP is a pre-professional teacher training program in which members are enrolled in an institution of higher education and addresses the Education Corps priority area.

### Education Corps Priority Service Activities:

Each year, the UEFP will recruit, prepare and support highly qualified teachers for high-need, hard-to-staff, urban schools serving children of color and poverty. In the accelerated two-year component, members will be placed in independent, private, parochial or charter schools to complete half of their program requirements one year and remain teaching for a second year to complete the remaining half of their requirements. In the non-accelerated component each year, members will be teachers in public and independent schools who have been granted emergency licensure due to teacher shortages or are



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unlicensed teachers in private and independent schools serving the urban community to complete coursework and fieldwork requirements toward meeting certification and/or master's degree requirements of their individual programs.

The UEFP will participate in the national standardized performance measures pilot (Measures 1, 2, and 12-17).

Measure 1: Number of students who start in an AmeriCorps education program.

Measure 2: Number of students who complete participation in an AmeriCorps education program.

Members will count and report the number of students are participating in the education program and are enrolled in their classrooms at the beginning of the school year. Members will count and report the number of students that are retained in the education program at the end of the school year.

Measure 12: Number of AmeriCorps members who begin serving as teachers through a Teacher Corps program.

Measure 13: Number of AmeriCorps members who completed serving as teachers through a Teacher Corps program.

Measures 12 and 13 will be aligned.

The program director will report the number of members who begin serving as teachers through the UEFP. The program director will report the number of members who completed serving as teachers through the UEFP.

Outputs (Measures 12 and 13): Member lists will be maintained by the UEFP Director for each semester of training program classes. Each year, we expect 54 members will participate in either the accelerated two-year teacher training component or non-accelerated component as full-time teachers in high-need,

## Narratives

hard-to-staff, urban schools serving children of color and poverty. The program will report the number of members who are working as teachers and the number of members who complete the UEFP.

Outcomes (Measures 12 and 13): Members will engage in graduate-level coursework and professional development training including (but not limited to) pre-service teaching immersion experience and internship teaching combined with pedagogical and methodological education opportunities leading to licensure and/or advanced degree eligibility. The program is designed to meet the needs and provide the support beginning teachers need to be successful with students and remain in the profession. Members will also be supported by coaches/supervisors/administrators who understand the needs of beginning teachers.

Using a Survey of Teacher Preparation and Support administered by the UEFP Director at the end of the school year, we expect that 90% of members will report that they are well supported and well prepared to serve in their challenging, high-need, hard-to-staff, urban schools serving children of color and poverty. Data from 2007 and 2008 indicated that 90-95% of members did report that they were well supported and well prepared to serve in their schools. 2009 data is not yet available but it is predicted that we will meet our target goal of 90% based upon past experience and reporting.

The UEFP Director will collect academic progress reports, course records, portfolio defense records, and coach/supervisor/administrator assessments each semester. Members will also self-report their progress via the Survey of Teacher Preparation and Support. We expect that 90% of members will make appropriate and significant annual progress towards becoming qualified, licensed educators, eligible to teach in public and independent, private, parochial and charter schools filling critical teaching shortages.

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Measure 14: Number of individuals teaching in high need public schools.

The UEFP Director will count and report the members in Measure 13 who are teaching in high need public schools as defined in the Race to the Top Notice of Funding Opportunity (CFDA #:84.395A) for High Poverty School or Persistently Low Achieving School.

Measure 15: Number of student in AmeriCorps teacher classrooms with improved academic performance.

The AmeriCorps members who are serving as teachers (see Measure 13) will track the students completing the school year who are enrolled in the classes they teach and document improved academic performance by a measure consistent with Department of Education benchmarks and expectations and consistent with the CNCS list of approved assessments.

Measure 16: Number of individual teaching in public schools in the year after term of service.

Measure 17: Number of teachers remaining in the education field, but not teaching in a public school (teaching in a private school serving a predominantly low-income community, school support staff, school administrations, district administration policy, education non-profits, etc.) after their term of service.

UEFP Fellows (90%) typically continue to serve in education upon completion of their term service. The UEFP maintains a database of program alumnae so it can conduct follow-up surveys and offer professional inservices to past teachers. Follow-up surveys of Teacher Corps members will be maintained in program administrative records in order to report the results of Measures 16 and 17.

### Organizational Capability

Mount Mary College is the "fiscal agent" for the UEFP which begins its eighth year in 2008. Mount Mary is qualified to administer both federal and non-federal grants; the college has received federal grants,

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including a multi-million dollar Title III grant from the Department of Education. All grants are accounted for and disbursed through the College's Business Office. Accounting standards conform to the requirements of the Financial Accounting Standards Board.

The UEFP has a full-time Director and six to eight half-time teaching coaches who will monitor the development of the members and the service learning projects in cooperation with college faculty, the Service Learning Coordinator, and site supervisors. Over the past nine years, the UEFP has provided a valuable framework in designing and monitoring the UEFP AmeriCorps Education Award Program and can expect continued success. Building on their strong liberal arts traditions and commitment of outreach to the urban environment in which they reside, Alverno and Mount Mary have undertaken many service learning projects in the past several years. Through individual courses, internships, outreach programs, and student organization activities, students have participated in extensive community service.

The UEFP is governed by an Advisory Board that is responsible for setting policy and overseeing the operation of the program and that exercises responsibility for program activities. The Advisory Board is be composed of deans from both colleges, a representative from each of the foundations, the UEFP Director, and community representatives. The Advisory Board meets quarterly and holds committee meetings as appropriate. The Director, in her ninth year with the UEFP, oversees the Program Committee (addressing design of the academic programs and recruitment of volunteers for service learning projects); Recruitment Committee (addressing criteria for admission and review, as well as marketing); and a Personnel Committee (addressing problems of personnel including grievance procedures). A secretary and Service Learning Coordinator maintain all member files and records regarding the members' roles and responsibilities.

## Narratives

The faculty in the UEFP consist of seasoned teacher educators on staff at either Alverno or Mount Mary. All faculty in the program have had teaching experience in the K-12 environment as well as at the post-secondary level. The faculty have collaborated in the design of the curriculum of the UEFP. The Service Learning Coordinator has over 10 years' experience working with AmeriCorps and has developed and implemented the program's service learning component for nine years.

Both colleges consistently graduate qualified teachers (from a Wisconsin High School Teacher of the Year to an internationally recognized math specialist). Both colleges have received nationwide recognition by the U.S. Department of Education, one for a new Effective Teacher Preparation Award and one through a grant of \$1.7 million to support technology, innovation, and faculty development. Uniting the two colleges with central city school partners, the UEFP is a collaborative model to prepare quality teachers to improve the learning experience and environments of children.

Clearly, with 90% of past members still working in education, this program is improving the quality of education for disadvantaged youth. The community benefits through service learning projects that all members must complete. Each year, members and their students learn to expand their knowledge of community needs by the integration of service learning in their teaching and curriculum. Some examples of member and student service learning projects have been with the local Boys and Girls Club, Hunger Task Force, Journey House, to name a few. Such synergy is at the heart of the UEFP with this innovative partnership between colleges, schools, and the community contributing to the development of diverse, effective teachers and ensuring a brighter future for America's youth. This is a strong statement about how our members continue to serve their community after their AmeriCorps service year(s).

### **Budget/Cost Effectiveness**

Alverno, Mount Mary, and the two foundations are providing financial support for the UEFP. For the

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accelerated component, the colleges are discounting tuition by 25%. For the non-accelerated component, the colleges provide significant discounting (for some programs as much as 50% of total tuition costs) for teachers with emergency licenses or no licenses in high need areas such as bilingual education and special education. Additionally, Mount Mary and Alverno are contributing administrative, marketing and evaluation services, as well as technology resources and curriculum materials. The foundations are providing financial resources for office expenses, the salaries of the Director, secretary (.5FTE), and coaches (.5FTE), and costs affiliated with staff development for members and coaches (conferences and inservices).

Ninety-seven (97%) of the UEFP costs are covered by the following: foundation grants (44%), in-kind contributions from the two colleges (25%), and tuition paid by the members (28%). AmeriCorps provides 3% of administrative support toward the service learning component and additional member training (\$MSY). There is commitment on the part of the foundations, colleges, and partner schools for on-going support through 2012.

### **Evaluation Summary or Plan**

We have developed a comprehensive evaluation system that includes graduate coursework assessments, annual teaching portfolios, and coach/supervisor observations of members' teaching practices/performance, program surveys, and focus group interviews with the director, coaches, faculty, members, and principals. They will complete program evaluation surveys and participate in focus group interviews that have been developed by Alverno and Mount Mary faculty. College faculty and program staff will oversee data analysis and provide both formative and summative evaluation reports throughout the program.

The UEFP uses a standards-based curriculum design, guided by the 10 Wisconsin State Teacher Standards. The standards guide the faculty and coaches in working with the members and provide a

## Narratives

basis for ongoing formative feedback of performance throughout the program. Members document their performance in each of the 10 standard areas through a professional portfolio and graduate coursework. Coaches and site supervisors bring intense developmental services to the members during their experience in the classroom. In this combined context of professional practice and apprenticeship through the UEFP, the key data-producing points for evaluation evidence include graduate coursework assessments, annual portfolios, coach/supervisor observations of members' teaching practices/performance, and program surveys.

Interviews with the director, coaches/supervisors, graduate faculty, members, and principals will be conducted to address the following structure of questions: general perspectives on current experiences in the program, what is unique about the program, what relations are developing between structural aspects of the program and the members' experience in their school practices, how the members are becoming assessors of their own pupils' learning, what practices help them record and monitor and communicate about their pupils' learning, and how they are developing as ethical professionals with diverse and complex responsibilities (e.g., in their schools, with colleagues, in relation to parents).

This evaluation system enables the program staff to track, measure, and determine the extent to which program outcomes are being achieved, as well as identify and incorporate any needed modifications in program design and implementation. Follow-up surveys will ask principals to evaluate teaching performance for current and past members in their schools.

### **Amendment Justification**

N/A

### **Clarification Summary**

FY2010-2011 PROGRAM YEAR

CRIMINAL HISTORY CHECK REQUIREMENT:

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The program has no staff funded through the grant and thus EAP program staff are not subject to background checks as stated in the following item from CNCS FAQs on National Service Criminal History Checks, dated April 15, 2010:

1.2. Is a criminal background check required for an EAP members and site supervisors who do not receive their living allowance or salary from the grant?

All of the grantee staff positions identified under a regular AmeriCorps grant competitive, formula, national direct and others if created where grantees must identify their program's employee positions on a budget), are subject to the background check rules, as well as the Members, because they receive a Trust award. However, staff working under an EAP grant are not subject to the background checks because the minimal fixed level of federal assistance requires the grantee to pay for, outside of the grant, the great majority of program costs which would include employee salaries. However, EAP grantees are encouraged to develop a prudent criminal history check policy appropriate to their program design and populations served.

### State & Out of State Checks

While not required to do so for staff, prior to enrollment in the AmeriCorps program the Program Director and/or Program Assistant and/or School Administrator performs the criminal background check on all staff and members.

All background checks are compliant with the State of Wisconsin & Federal guidelines.

No enrollment in AmeriCorps occurs until the criminal background checks and National Sex Offender checks are completed and the information found documents eligibility. Documentation is maintained in staff and member files. (Websites: Wisconsin Circuit Court Access, USA FACT, NSOP)



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FY2011-2012 PROGRAM YEAR

Desired grant award start date: 08/15/2011

Member enrollment period start date: 08/27/2011

PM#1

Per CNCS Program Officer request at this time and State Commission Program Officer request at time of submission, I am unable to delete this place holder measure from the application. When reviewing application performance measures in eGrants, this PM#1 does not appear for purpose of editing.

### Continuation Changes

Year 2 Changes in Performance Measures:

Since the Corporation has made changes FY2011 in the National Performance Measures Pilot for Education Focus Area Programs, the program will continue to participate in the required performance measures as a teacher corps program; ED1, ED2, ED12, ED13, ED14, and ED16, ED17 (and will address the various revisions made by the Corporation).

ED1, ED2, ED12, and ED13 have no changes.

While Measure ED15 was required FY2010, it has been made optional FY2011. The program will NOT include ED15 FY2011 because of the challenges and costs involved in gathering student achievement data. The Performance Measure section reflects the omission of ED15.

Significant changes have been made to ED14 and ED16. FY2011 individual members may serve in public, charter, or private schools to address critical shortage of teaching professionals in a high needs

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area or school. Since the majority of UAFP members serve in charter and private schools, these two Performance Measures have significantly different results expectations between FY2010 (year 1) which only included public schools and FY2011 (year 2) which expanded the types of schools. The Performance Measure section reflects the changes made FY2011 based upon these changes in titles/definitions.

ED17 FY2011 also has been changed to reflect the number of individuals remaining in the education field but not teaching. The Performance Measure section reflects the change and the program's expectations of results based upon the revision.

Explanation and description of plan for improvement for Enrollment and Retention:

### Enrollment

During the last full year of program operation, we enrolled 93% of member slots. Members are teaching fellows and begin their service at the start of the school year and typically complete their service hours over the ten month school year. It is challenging to fill all slots at the end of August when teaching vacancies are often in flux. Nevertheless, we regularly enroll 90% or more slots. Utilizing a pre-screen application form and past members to spread the word over the summer helps recruitment.

### Retention

Because teaching in urban schools is challenging we expect a small number of members will quit during the first months of school. We are unable to refill the slots because members would not be able to complete 1700 service hours in less than the ten month school year.

Over the past three years, we enrolled 95-97% member slots. While teacher retention is a challenge

## **Narratives**

locally and nationally, our retention rate is high, around 95-100% each year. Moreover, 90% of our members remain working in education after their service year(s).

## Performance Measures

### SAA Characteristics

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

### Priority Areas

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Education                            | <input type="checkbox"/> Healthy Futures                      |
| <i>Selected for National Measure</i> <input checked="" type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input type="checkbox"/> Environmental Stewardship                       | <input type="checkbox"/> Veterans and Military Families       |
| <i>Selected for National Measure</i> <input type="checkbox"/>            | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input type="checkbox"/> Economic Opportunity                            | <input type="checkbox"/> Other                                |
| <i>Selected for National Measure</i> <input type="checkbox"/>            | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input type="checkbox"/> Disaster Services                               |   |
| <i>Selected for National Measure</i> <input type="checkbox"/>            |   |

Grand Total of all MSYs entered for all Priority Areas 54

### Service Categories

Other Education Primary  Secondary

place holder pm

**Service Category:** Other Education

**Measure Category:** Participant Development

### Strategy to Achieve Results

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

na

**Result: Output**

na

Indicator:

Target: na

Target Value: 0

Instruments: na

PM Statement: na

Prev. Yrs. Data a

**Result: End Outcome**

na

Indicator:

Target: na

Target Value: 0

Instruments: na

PM Statement: na

**Result: End Outcome**

Prev. Yrs. Data na

**Result: Intermediate Outcome**

na

Indicator:

Target: na

Target Value: 0

Instruments: na

PM Statement: na

Prev. Yrs. Data na

## National Performance Measures

**Priority Area:** Education

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

**Service Category:** Other Education

### Strategy to Achieve Results

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

Members will serve as full-time teachers of elementary and secondary school students in high-need, hard-to-staff, urban schools and help students to maintain enrollment in and succeed in school.

### Result: Output

Result.

Members will serve as full-time teachers of elementary and secondary school students in high-need, hard-to-staff, urban schools and help students to maintain enrollment in and succeed in school.

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

Target : Members will count the number of elementary and secondary school students who are enrolled in their classrooms at the beginning of the school term.

Target Value: 1080

Instruments: Members will count the number of elementary and secondary school students who are enrolled in their classrooms at the beginning of the school term and submit the count to the program director who will maintain the records for the school term.

PM Statement: Members will serve as full-time teachers of elementary and secondary school students in high-need, hard-to-staff, urban schools and help 1080 students to maintain enrollment in and succeed in school.

### Result: Output

Result.

Members will serve as full-time teachers of elementary and secondary school students in high-need, hard-to-staff, urban schools and help students to maintain enrollment in and succeed in school.

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

Target : Members will count the number of elementary and secondary school students from Measure 1 (ED1) who completed participation/enrollment in their classrooms at the end of the school term.

Target Value: 980

Instruments: Members will count the number of elementary and secondary school students from Measure (ED1) who are enrolled in their classrooms at the end of the school term and submit the count to the program director who will report how many students drop out/are retained by the program.

PM Statement: Members will serve as full-time teachers of elementary and secondary school students in high-need, hard-to-staff, urban schools and help 980 students complete enrollment in and succeed in school.

**Priority Area:** Education

**Performance Measure Title:** ED12: Number of AmeriCorps members who begin serving as teachers through the UEFP (a teacher corps program).

**Service Category:** Other Education

### Strategy to Achieve Results

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

## National Performance Measures

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

Members will teach (full-time) K-12 students (ethnically diverse, low income) in high-need, urban schools.

Members will design and implement lessons/unit plans to foster student learning. Over a two-year period, members will learn how to teach students through an internship model while receiving trainings through graduate coursework (aligned with Wisconsin Teacher Standards) and coaching by master teachers and/or professional development to develop teaching and learning strategies in their respective subject areas to effectively prepare students to demonstrate learning.

### Result: Output

Result.

AmeriCorps members will complete serving as full-time teachers through a Teacher Corps program (UEFP).

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

Target : AmeriCorps members will complete serving as full-time teachers through a Teacher Corps program (UEFP).

Target Value: 49

Instruments: Member lists will be maintained by the UEFP Director for each semester of training program classes, professional development training, pre-service training immersion experience and internship teaching. The program director will report the number of members who complete serving as full-time teachers.

PM Statement: 49 AmeriCorps members will complete serving as full-time teachers through the UEFP.

### Result: Intermediate Outcome

Result.

It is expected that members identified in ED14 will report that they remain teaching in schools in the year after term of service.

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

Target : Number of individuals teaching in schools in the year after term of service.

Target Value: 40

Instruments: Using data collection methods such as follow-up surveys and databases or excel spreadsheets to track members, the program will survey members at the end of their term of service and in the immediately following fall to report the number of individuals teaching in schools in the year after term of service.

PM Statement: It is expected that forty (40) or more members identified in ED14 will report that they are teaching in schools in the year after term of service.

### Result: Intermediate Outcome

Result.

It is expected that some members identified in ED14 will remain in the education field after service, but not teaching in a school (as indicated in the full title ED17).

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

Target : Members will indicate if they remain in the education field after service, but not teaching in a

## National Performance Measures

Result.

school.

Target Value: 10

Instruments: Using follow-up surveys and database or excel spreadsheets to track the members after service, the program will survey members at the end of their term of service and in the immediately following fall to report the number of individuals who remain in the education field but not teaching in a school.

PM Statement: It is expected that approximately 10 (18%) members will remain in the education field, but not teaching in a school after their term of service.

### Result: Output

Result.

Members will teach full time in high need schools as defined in the Race to the Tops Notice of Funding

Opportunity (CFDA #84.395A) for high poverty school or persistently low achieving school.

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

Target : Number of members who are teaching in high need schools as defined in the Race to the Tops

Notice of Funding Opportunity (CFDA #84.395A) for high poverty school or persistently low

achieving school.

Target Value: 54

Instruments: The UEFP Director will use member lists/rosters to count and report the members who are teaching in high need schools.

PM Statement: The UEFP Director will use member lists/rosters to count and report that 54 members are teaching in high need schools.

### Result: Output

Result.

AmeriCorps members will begin serving as teachers through the UEFP.

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

Target : AmeriCorps members will begin serving as teachers through the UEFP.

Target Value: 54

Instruments: The program director will report the number of members who begin serving as teachers through the UEFP. Members will participate in either the accelerated two-year teacher training component or non-accelerated component as full-time teachers in high-need, hard-to-staff, urban schools serving children of color and poverty. The program director will report the number of members who begin working as teachers. Member lists will be maintained by the UEFP director for each semester of the training program classes, professional development training, pre-service teaching, immersion experience, and internship/teaching assignment.

PM Statement: 54 AmeriCorps members will begin serving as teachers through the UEFP in either the accelerated or non-accelerated component of the program.



## Required Documents

Document Name

Status

Evaluation

Already on File at CNCS

Labor Union Concurrence

Not Applicable