

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction														
Modified Standard Form 424 (Rev.02/07 to conform to the Corporation's eGrants System)																
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE: 24-JAN-11	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11ES122408	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ESHWI0010001														
5. APPLICATION INFORMATION																
LEGAL NAME: Milwaukee Teacher Education Center (MTEC) DUNS NUMBER: 010655145	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Felicia Fairfield TELEPHONE NUMBER: (414) 342-1569 FAX NUMBER: (414) 342-1577 INTERNET E-MAIL ADDRESS: ffairfield@mteconline.org															
ADDRESS (give street address, city, state, zip code and county): 1017 N 12th St Ste 100 Milwaukee WI 53233 - 1307 County: Milwaukee																
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 391865501	7. TYPE OF APPLICANT: 7a. Other 7b. Service/Civic Organization Community-Based Organization															
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):	9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps Fixed Amount Grant (State)	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Milwaukee Teacher Education Center-Learning by Serving															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Milwaukee, WI	11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 09/01/11 END DATE: 08/31/12	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="3"/>	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: x-small;"> <tr><td style="width: 20%;">a. FEDERAL</td><td style="text-align: right;">\$ 140,000.00</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;">\$ 140,000.00</td></tr> </table>	a. FEDERAL	\$ 140,000.00	b. APPLICANT	\$ 0.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 140,000.00	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	\$ 140,000.00															
b. APPLICANT	\$ 0.00															
c. STATE	\$ 0.00															
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e. OTHER	\$ 0.00															
f. PROGRAM INCOME	\$ 0.00															
g. TOTAL	\$ 140,000.00															
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: Felicia Fairfield	b. TITLE: AmeriCorps Project Coordinator	c. TELEPHONE NUMBER: (414) 342-1569														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 11/05/10														

Narratives

Executive Summary

Through the Learning by Serving Our Community program, Milwaukee Teacher Education Center (MTEC) seeks to enroll teachers as AmeriCorps members conducting service learning projects with their students and community volunteers. MTEC has specific goals. One goal is to recruit teachers who are not only committed to teaching, but ones who are committed to teaching in high needs schools. The MTEC-AmeriCorps program's other goal is to increase the use of service learning as a teaching strategy because we believe that it improves teacher quality and increases student engagement. MTEC AmeriCorps members will recruit students and community volunteers to conduct service learning projects to solve problems in the areas of sustainability--ecology, economy, education, equity, and enlightenment during the program year.

Rationale and Approach

COMPELLING COMMUNITY NEED

The Milwaukee Teacher Education Center (MTEC) is an independent, not-for-profit teacher professional development center founded in 1996 by a collaboration of teachers, administrators, teacher educators, parents, business and civic leaders to address K-12 education needs in Milwaukee. MTEC's mission is to be a learning organization that advocates for children by recruiting, preparing, supporting and retaining an effective, innovative teaching force for Milwaukee's public schools. Although numerous strategies are needed to address the many serious problems facing education in a high needs district like the Milwaukee Public Schools (MPS), MTEC believes the most essential reform lies in efforts to diversify and strengthen the teachers that are on the front-line of education.

Study after study has documented the low performance results for the students in some parts of Wisconsin particularly those students enrolled in the Milwaukee, Racine, and Kenosha school districts: low attendance and graduation rates, increasing suspension and drop-out rates, seemingly intractable

Narratives

gaps in performance between white and Asian children and children from African American, Hispanic and Native American backgrounds. Wisconsin has been found to have the highest gap between white and African American 4th grade students in reading in the nation and MPS enrolls nearly half of these African American students (Ed Trust, 2009). MPS has one of the highest truancy rates in the state at 46.3% and one of the lowest attendance rates at 87.9%. The MPS graduation rate in 2009 was only 67%. These dismal statistics are not new, nor are they particular to Milwaukee and Wisconsin. The dilemma of seriously underperforming urban school districts has been addressed by numerous "reforms", the latest of which focus on the requirements of the No Child Left Behind Act of 2001.

MTEC joined AmeriCorps, through its Education Awards Program, to strengthen service learning in MPS schools. As a professional corps, all MTEC AmeriCorps members are practicing teachers in Milwaukee's public schools. Not only has MTEC been able to attract 475 teachers as AmeriCorps members over the last three years, but the MTEC-AmeriCorps partnership has reached its specific goals of recruiting volunteers, deepening knowledge and skills related to teaching citizenship and increasing the number of MPS students who feel they can make a difference in their communities. Service learning is now an integral part of the MTEC curriculum. Working with her/his classroom students, each AmeriCorps member is required to design, conduct, report and reflect on one service learning project during the AmeriCorps year. In a previous survey of participating AmeriCorps members, 95% scored a four or higher (on a scale of 1 to 5) when asked about the impact of the service learning project on their students.

Given the successes during the last three years, MTEC is requesting a continuation of its AmeriCorps grant. MTEC has grown since its inception, not only in numbers of teachers but also in types of programs offered. Each new program brings additional challenges and opportunities by increasing the number of teachers who also participate in the AmeriCorps program, which usually means increasing

Narratives

the number of schools benefiting from their presence and the projects brought by the teacher/members to their students. In 2005, MTEC launched a new Master's Degree program and a new Professional Learning Service (PLS) initiative for schools, administrators and teachers. In 2007, MTEC launched the Center for Sustainability to cultivate and support community attitudes, knowledge and practices of fundamental, ecological, economic, equitable, educational, and enlightenment dimensions of sustainability. Hence, the AmeriCorps members will focus their service learning projects on the five areas of sustainability. Service learning offers teachers an invaluable teaching strategy that they can use throughout their teaching career and provides curricular relevance for students. (Some teachers report that attendance increases on the days when students know the service learning project will be on their agenda). With AmeriCorps and service learning, MTEC is helping create the next generation of actively involved citizens.

The MTEC program addresses four of the AmeriCorps focus areas. Students will be engaged in planning and conducting service learning projects which not only ENGAGE STUDENTS IN COMMUNITIES, but also ENSURES A BRIGHTER FUTURE FOR STUDENTS. The students and AmeriCorps teachers will MOBILIZE VOLUNTEERS by engaging other student and adult volunteers to actively participate with their service learning projects. MTEC also addresses the need to HARNESS THE EXPERIENCE OF THE BABY BOOMER GENERATION. MTEC recruits a number of career changers who are from the baby boomer generation. The AmeriCorps members have also recruited 83 Baby Boomer volunteers in the 2009-2010 program year to assist with conducting service learning projects.

DESCRIPTION OF ACTIVITIES AND MEMBER ROLES

The need for hundreds of teachers from diverse backgrounds who have the subject knowledge, teaching skills and ability to reach all children undergirds all four major MTEC education programs: 1) a pre-

Narratives

service program for those new to teaching, 2) a proficiency based certification program for those already teaching, 3) a master's degree program focused on urban education and 4) a professional learning services program that offers continuing, comprehensive customized professional development to teachers and schools. Threaded through these major programs is the Center for Sustainability with a goal to cultivate and support our community's attitudes, techniques and practices of fundamental ecological, economic, equity, educational and enlightenment issues of sustainability. MTEC recruits full-time members for the AmeriCorps program from all MTEC program participants, graduates, and Milwaukee Public School's education staff. For the last three years, MTEC has filled its enrollment quota of 175 members and expects to continue to do so over each subsequent year that the program is funded. As full-time AmeriCorps members, each teacher uses her/his classroom and school as the site for AmeriCorps activities.

MTEC AmeriCorps members are full-time teachers who design and conduct a service learning project with their students using the eight standards for quality practice in service learning (meaningful service, link to curriculum, reflection, diversity, youth voice, partnerships, progress monitoring and duration/intensity) and the core components of service learning. AmeriCorps members receive training from the MTEC mentors, MTEC administrators, and MTEC AmeriCorps staff. Through the trainings, AmeriCorps members become familiar with the standards for service learning quality practice, the Service Learning Implementation Guide issued through the Wisconsin Department of Public Instruction, along with information from the Center for Sustainability on focusing projects on the five E's of sustainability: ecology, economy, education, equity, and enlightenment. AmeriCorps members are required to submit a proposal detailing their plans for their service project prior to conducting it. The MTEC AmeriCorps staff reviews each proposal to ensure compliance with the AmeriCorps prohibited activities. AmeriCorps members conduct their service learning projects with their students prior to the end of their term of service and submit a project write-up to the AmeriCorps staff. The project is

Narratives

evaluated using a service learning rubric. The rubric helps assess the extent to which members successfully completed the project.

An important component of the service learning project is MOBILIZING VOLUNTEERS, both adults and students. AmeriCorps members are required to recruit at least one adult and fifteen students to assist with the planning, conducting and reporting of the project. Often more volunteers are involved. With 175 AmeriCorps members, this means that a minimum of 2,800 volunteers are working with the AmeriCorps members each year. The adult volunteers participate in various activities such as supervising students, aiding in presentations to the community, assisting the AmeriCorps member in organizing the project, and any other tasks that help to meet service learning project goals. The AmeriCorps member is responsible for training, supervising and managing the volunteers throughout the time period of the service learning project, from start to finish.

MEASURABLE OUTPUTS AND OUTCOMES

Working with AmeriCorps through a three-year EAP grant, the MTEC Learning by Serving Our Community professional corps program has six measurable outcomes: 1) retaining AmeriCorps members in MPS to provide effective instruction to improve student performance in language arts, math, science and social studies through service learning projects, 2) ensuring that AmeriCorps members gain more knowledge from their citizenship trainings, 3) recruiting adult volunteers and student participants for the required service learning projects, 4) improving students' attitudes towards service learning to achieve greater impact in the community, 5) developing disaster preparedness skills and 6) involving students, principals, parents and community members in designing and conducting thematic units and service learning projects.

Narratives

Outcome #1--Ninety percent of the MTEC AmeriCorps members who complete their term of service will continue to teach in Milwaukee Public Schools (MPS), a far higher retention rate than that reached by most urban districts.

Outcome#2--Ninety percent of the first year MTEC AmeriCorps members who complete their term of service will have an increased awareness of citizenship as demonstrated on the evaluation survey following the "Active Citizens: AmeriCorps in Service to America" curriculum.

Outcome #3-- AmeriCorps members who complete their term of service will engage 5000 students in service learning projects. AmeriCorps members will also recruit 500 adult volunteers, who will serve an average of two hours.

Outcome #4--Eighty-five percent of students involved in service learning projects will indicate in a post survey that the service learning project had a positive impact in the community. By exposing students to service learning and making curriculum relevant to their everyday lives, AmeriCorps members expect to instill a positive attitude in students towards their community and their ability to conduct impactful service.

Outcome #5--Eighty-five percent of the AmeriCorps members will be trained in disaster preparedness to assist schools with crisis planning. In light of all the natural disasters and terrorism threats facing the country, it is important for AmeriCorps members to be prepared to respond if anything occurs while they are at school, as well as in the community.

Outcome #6--One hundred percent of the AmeriCorps members who complete their term of service will conduct a service learning project incorporating the eight standards for quality practice and the five core

Narratives

components of service learning.

PLAN FOR SELF-ASSESSMENT AND IMPROVEMENT

The MTEC AmeriCorps program will track the progress toward all of the outputs and outcomes throughout the course of the school year. The AmeriCorps staff will aggregate data from attendance rosters, citizenship and service learning assignments, surveys, project proposals, the service learning rubric, and final project portfolios. MTEC-AmeriCorps staff will report this data to the state commission through progress reports submitted quarterly.

Under the direction of the MTEC Board Evaluation Committee and the MTEC staff Assessment Coordinator, MTEC evaluates the key facets of its overall program. Surveys of program participants are done each year, as are surveys of the principals who have MTEC participants working in their schools. Some MTEC programs operate under the auspices of the Wisconsin Department of Public Instruction and they carry out their own external evaluations. MTEC has worked with MPS to evaluate the impact of MTEC trained teachers on student achievement in comparison to teachers trained outside of MTEC. Initial results indicated that teachers trained through MTEC perform as well as teachers trained by traditional means (colleges/universities). Due to the limited design of the study more evaluation is needed to assess the impact of the program.

COMMUNITY INVOLVEMENT

Narratives

MTEC was founded in 1996 by teachers, administrators, teacher educators, parents, business and community leaders. Initially, MTEC operated as a seven-member partnership involving the Milwaukee school district, its teacher's union, its organization of principals, the UW-Milwaukee School of Education, the UW-System/Extension, a local association of black educators and two business leader organizations. The Board has gradually expanded to include members from an even broader set of professions, skills and backgrounds. This unique board-level partnership enables MTEC to reach a wide variety of Milwaukee communities and beyond. The Board is responsible for all policy decisions. The Board and the Executive Committee meets formally four times a year and members often serve on committees or ad hoc task forces (with staff) to review progress and make recommendations.

MTEC works closely with Milwaukee Public Schools and the teachers' union each year to identify the needs in the schools and brainstorm ways to fill those needs. These discussions identified the need for: the initial certification program to recruit and retain teachers in high need areas; the contracted teacher program to harness the use of experienced teachers to extend their certifications to teach in high needs areas; the master's degree program to improve teacher instructional practice; virtual learning services for teachers and students; and the professional learning services programs to support the staff professional development needs in MPS that MTEC currently offers.

MTEC constantly seeks new ways to collaborate and/or partner with local organizations, businesses universities/colleges, and faith based organizations. For example, MTEC is partnering with Mount Mary College based in Milwaukee to offer its master's degree program and Lakeland College for its teacher certification program. In the area of sustainability, MTEC has been involved in collaborative efforts with Sweet Water, a Milwaukee-based urban agricultural facility, in developing plans for an educational outreach program for youth, families and schools.

Narratives

RELATIONSHIPS TO OTHER NATIONAL AND COMMUNITY SERVICE PROGRAMS

MTEC encourages partnerships with AmeriCorps programs. Each year MTEC partners with the YMCA AmeriCorps program for transportation to statewide events. The MTEC staff and members also volunteer with the YMCA for the Martin Luther King Jr. Day of Service and with the Growing Power sustainability farm. Future volunteer efforts will be conducted in collaboration with Sweet Water and its soon to be established educational foundation.

MTEC has also worked with Learn and Serve to identify schools that could benefit from the Youth Service Learning Grants. MTEC provided a list of schools with possible contacts and even facilitated the initial meetings with some schools. The MTEC-AmeriCorps members utilized some of the funds Member Outputs and Outcomes provided through Learn and Serve to conduct their service learning projects. MTEC AmeriCorps staff participates in statewide quarterly program directors meetings and both members and staff participate in statewide member events and conferences for networking and sharing.

POTENTIAL FOR REPLICATION

The MTEC-AmeriCorps program can operate in any school within MPS and schools with MTEC alternative certification candidates in Waukesha Public Schools. As MTEC expands its teacher education programs, an increasing number of schools are also involved with the MTEC-AmeriCorps program. AmeriCorps members participated from 86 different school sites during the 2009-10 school year. The

Narratives

MTEC model for teacher education has the potential to be replicated and in fact has been replicated in Illinois. But MTEC itself is fairly unique so replication presents challenges. To replicate the MTEC program would take significant support and partnerships with the school district, educator unions, area schools of education, and business and community stakeholders. The MTEC organization was founded on a broad collaborative model based on the needs of Milwaukee's public schools, a model not yet operating in most urban areas. There is one other AmeriCorps program in Milwaukee whose members are teachers (Mount Mary and Alverno College Fellows), but they recruit for teachers to teach in private school settings and MTEC recruits for teachers to teach in the public schools. MTEC serves as a model for Mount Mary's AmeriCorps program as well as other Education Award Programs.

MEMBER RECRUITMENT AND SUPPORT

The MTEC AmeriCorps program recruits teachers and graduates from our four MTEC programs: 1) the pre-service program, 2) the additional certification program, 3) the graduate studies program, and 4) the professional learning services program. The total number of MTEC pre-service teachers for any given school year is determined by the numbers and types of teachers specified by Milwaukee Public Schools as needed for the upcoming school year. MTEC recruiting for a diverse group of new teachers is a 12-month process that relies on traditional sources (i.e. newspaper ads, flyers, newsletter ads, informational meetings) and non traditional sources (i.e. local churches and community groups). Of all of the above strategies used, the most effective recruitment source for the MTEC program has been word-of-mouth. MTEC is committed to recruiting diverse candidates to serve as teachers in Milwaukee. MTEC pre-service teachers range in age from 22-60, 28% of the teachers in the programs are male, and 35% are people of color. Pre-service applicants must have a bachelor's degree from an accredited college or university, have a commitment and connection with urban youth, and be placed as a teacher in an MPS classroom. MTEC teachers in the additional certification program are already practicing MPS

Narratives

teachers. Participants in the MTEC master's degree program must be certified teachers who are currently teaching in MPS. MTEC has also expanded the member pool to include non-MTEC MPS teachers at the discretion of the MTEC-AmeriCorps program. MTEC feels that by extending its member pool it will open up the opportunity for service learning and active citizenship to become more widespread in Milwaukee Public Schools with teachers and students.

The MTEC-AmeriCorps members are primarily teachers participating in one of the MTEC programs and, when space is available, other MPS teachers. During the 2009-2010 program year, MTEC also began enrolling teachers from Waukesha Public Schools who are participating in the MTEC alternative certification program, based on AmeriCorps approval in the previous grant cycle. An explanation of the AmeriCorps program and the program requirements and benefits are presented to all of the teachers, who can choose to apply. Members are offered the benefit of professional development in the areas of service learning, citizenship, and disaster preparedness. Members are made aware of the benefits that these skill-building opportunities will provide for them and for their students. Application materials are reviewed by the MTEC-AmeriCorps staff to determine admission into the program.

AmeriCorps member satisfaction will be measured through a survey at the end of the school year. Those members who complete the certification program take part in MTEC's Celebration of Achievement. Other members who complete their term of service receive an Achievement Certificate to congratulate them on successful completion of the AmeriCorps program.

The primary incentive to complete the AmeriCorps program is the availability of the Education Award grants. For most members this enables educational opportunities not otherwise possible. Other incentives include opportunities such as service learning and citizenship trainings. Members are also invited to participate in state conferences related to education, service learning and citizenship. MTEC-

Narratives

Members also participate in the state's opening and closing ceremonies that provide opportunities for skill building and professional development.

MEMBER DEVELOPMENT, TRAINING AND SUPERVISION

In September all MTEC teachers, graduates, and MPS teachers are offered the opportunity to participate in the MTEC-AmeriCorps program. Those who choose to participate complete the application process and attend the AmeriCorps orientation. The orientation includes: program requirements, codes of conduct, AmeriCorps members roles and responsibilities, review of the AmeriCorps guidelines including the grievance procedures and prohibited activities.

Throughout the AmeriCorps program year, AmeriCorps members are trained in citizenship utilizing the "Active Citizens: AmeriCorps in Service to America" curriculum developed by the Constitutional Rights Foundation. Three citizenship training sessions held in fall and spring cover topics such as: definition of citizenship, citizen rights and responsibilities, and social capital and democracy.

AmeriCorps members also participate in service learning trainings throughout the year beginning in the fall with several reviews in the spring to ensure that they understand the eight standards for quality practice in service learning and the five core components of service learning. Other resources to assist them with developing a successful service learning project are provided as needed. Mentors provide some face-to-face service learning trainings and the AmeriCorps staff along with the Coordinator of the MTEC Center for Sustainability provides some group and one-on-one training and coaching to assist members. AmeriCorps members will be supported to ensure that service learning projects develop student critical thinking skills at the *application* level or higher of Bloom's Taxonomy.

Narratives

AmeriCorps members will also participate in disaster preparedness training. They will be trained by the MPS Safety Department on the four phases of crisis planning (mitigation/prevention, preparedness, response, and recovery). AmeriCorps members will be trained to use the Incident Command System (ICS). ICS will familiarize the teachers with terminology and how to respond and mitigate a disaster situation. At the end of the program year all of the pre-service teachers participate in future education training. At this training, teachers are taught the school district interview process. This training provides the teachers with strategies to acquire a permanent position with the district. There is also a review of the master's degree opportunities available to members to further their education.

MTEC has a team of people working to ensure success for all the teachers that includes mentors, AmeriCorps staff, and school principals. The mentors provide support and instruction (including service learning training) for initial teachers to enable them to successfully complete the MTEC and AmeriCorps programs. There is also indirect support from veteran teachers and administrators at the sites where the MTEC-AmeriCorps teachers are placed. Finally, there is alumni support available for teachers. The teachers are connected with alumni who are currently placed at their school site and can offer advice and insight on the MTEC program and assistance with AmeriCorps requirements.

SUSTAINABILITY

Since its inception in 1996, MTEC has grown both in numbers of teachers and in types of professional training and development offered. One of MTEC's major sources of funding is tuition from pre-service program participants. In addition to the AmeriCorps grants, MTEC has received grant funding from MPS, the State of Wisconsin and a variety of local foundations and corporations. The annual budget is carefully developed and monitored to ensure that the impact of any specific grant does not distract from

Narratives

the ongoing work of the organization. The AmeriCorps grant has been a very valuable addition to MTEC's resource base in two ways: 1) MTEC has been able to develop and strengthen its citizenship and service learning curriculum and 2) MTEC teachers have been able to use the Education Awards to further enhance their professional skills through a variety of professional development opportunities. It is apparent from teacher/mentor surveys that teachers utilize service learning far beyond the immediate project required by the participation in AmeriCorps. For most AmeriCorps members it becomes embedded in their curriculum. MTEC will work with the MPS Service Learning Coordinator to sustain service learning in the district.

The AmeriCorps Education Awards voucher, however, has provided a new incentive to MTEC participants to further their personal educational development. It seems unlikely that MTEC will be able to continue the Education Awards voucher once the AmeriCorps funding is no longer available. MTEC has always offered needy participants some scholarship funding to help with the tuition and will continue to do so.

VOLUNTEER RECRUITMENT AND SUPPORT

The use of volunteers constitutes a key component in expanding the reach of the MTEC AmeriCorps program in the community. AmeriCorps members are trained on volunteer management in their orientation session. Each member recruits at least one adult and fifteen student volunteers when planning and conducting her/his service learning project. Given MTEC enrollment of 175 members, there will be over 2800 volunteers, including students and adults. The adult volunteers can be other non-AmeriCorps teachers, school staff, teaching assistants, parents and/or family members, and other community individuals. The adult volunteers participate in various activities that may be episodic or ongoing such as supervising the students, aiding in presentations to the community, assisting the

Narratives

member in organizing the project, and any other tasks that assist in achieving program success. Students will work with the AmeriCorps teacher to develop and conduct the service-learning project. AmeriCorps members will train, supervise, and manage the volunteers throughout the time period of the service project including developing creative ways to recognize and celebrate the efforts of the student and adult volunteers.

CAPACITY BUILDING

The primary focus of MTEC is building the capacity of the teachers that enroll in our program to help their students, and through them, help the schools. It seems clear that in the process of doing this, through service learning concepts and projects, the program also benefits a variety of communities. Each project involves the community, usually directly related to the school or its geographic area but sometimes related to broader community goals (i.e. reducing hunger or understanding racial and ethnic diversity). By recruiting adult volunteers and utilizing resources from area organizations, each project has the potential for building future activities outside the immediate classroom or school. However, the most important capacity building comes within the students themselves. As students learn and excel at various projects, they build their own capacities to continue leading and excelling in future efforts in their schools and communities.

Organizational Capability

SOUND ORGANIZATIONAL STRUCTURE:

ABILITY TO PROVIDE SOUND PROGRAMMATIC AND FISCAL OVERSIGHT

MTEC was founded in 1996 by teachers, teacher educators, parents and community leaders. MTEC is a not-for-profit teacher professional development center whose mission is to advocate for children by

Narratives

preparing and retaining a diverse, effective, innovative teaching force for Milwaukee's public schools. Through its Board of Directors, MTEC operates as a collaborative organization that includes representatives from MPS, the district's organization of principals, institutes of higher education, an association of black educators, a variety of business and civic leaders, and MTEC alumni. The Board is responsible for all policy matters. It is organized to address specific matters as they arise through an executive committee and several ad hoc committees.

MTEC is supported through a number of specialized grants like those received from AmeriCorps. All MTEC grant programs operate under the financial structure of MTEC with careful attention to requirements and processes mandated through the grant process. Although MTEC raises considerable funding from tuition, it also relies on grant funding from MPS and the State of Wisconsin, plus a number of smaller grants from area foundations and corporations.

MTEC received a three-year Education Awards grant from AmeriCorps in 2006 and has successfully utilized that opportunity to grow its service learning curriculum component, sponsor service learning projects in Milwaukee area schools and communities and provide incentives to all those who successfully complete the rigorous AmeriCorps program to continue improving their knowledge and skills as practicing teachers long after their MTEC AmeriCorps experience. MTEC subsequently received a re-compete AmeriCorps grant in 2009, which has enabled the organization to further embed the concepts of service learning and citizenship throughout the large, urban MPS school district and expand the group of teachers and students who understand and act upon these invaluable service learning concepts. During the 2010-11 program year, MTEC's focus on supporting teachers in developing students' critical thinking skills through service learning will further enhance program outcomes and provide teachers with improved instructional skills.

Narratives

BOARD OF DIRECTORS, ADMINISTRATORS, AND STAFF

MTEC is governed by an 11 member Board of Directors that exercises final authority in all MTEC matters. Board members are elected through a Nominating Committee process at the MTEC Annual Meeting. Ad hoc Board committees include Education, Finance, Personnel, Technology, and Evaluation. Board members receive on-going reports on the AmeriCorps program results, along with its reports from all program areas. Board members are invited to special events and completion ceremonies recognizing the work accomplished through the AmeriCorps projects.

The Executive Director is hired by the Board to direct all aspects of the program. Thomas McGinnity, Executive Director, has long been a leader in school reform. He has served as a teacher, principal, community superintendent, deputy superintendent, and interim superintendent before becoming an administrator on special assignment from MPS to serve as the MTEC Executive Director.

MTEC's financial management is the responsibility of the executive director, director of business services, and the accountant working in cooperation with the MTEC Board treasurer. MTEC also contracts for financial and auditing services. MTEC has received AmeriCorps Education Award funds since 2000 and has successfully managed those federal funds and requirements. The MTEC accountant is responsible for processing and maintaining active financial accounting expenditures and monitoring the financial aspects of the AmeriCorps Education Award funds.

Staff and faculty members are key to MTEC's operations. Mentors who are veteran teachers or retired teachers from Milwaukee Public Schools serve as faculty and provide support for the teachers who participate in our initial certification and our contracted teacher certification programs. Each teacher is assigned a mentor who is responsible for assisting the teachers in her/his classroom and provides

Narratives

feedback on her/his performance. Mentors assist and monitor the teachers' service learning projects throughout the program year. A special group of MTEC trained observers monitor and evaluate the progress of each teacher. This group of observers is composed of retired teachers and administrators, many of whom are baby boomers.

Additional administrative and professional staff includes a Teacher Certification Program Administrator, Business Services Director and Master's Degree Program Director plus coordinators for technology, professional learning services and evaluation. Some professional staff assistance is donated through Board members and friends of MTEC. Friends of MTEC range from the MTEC founders to state senators, who have assisted staff in developing new programs for the organization (i.e. master's degree program) and who provide insight to improve overall organizational planning. All MTEC staff members are aware of the AmeriCorps program and are available to assist the AmeriCorps staff as needed.

The MTEC-AmeriCorps staff includes an AmeriCorps Program Administrator, a Program Coordinator with seven years of experience coordinating an AmeriCorps grant program, a Center for Sustainability Coordinator, and an AmeriCorps Program Assistant. Together they are responsible for daily operations, program logistics, coordination, curriculum design, and evaluation and reporting. They also ensure compliance with all of the AmeriCorps grant requirements. AmeriCorps staff operates under the direction of the MTEC Executive Director and with the cooperation and assistance of many MTEC staff members.

PLAN FOR SELF-ASSESSMENT OR IMPROVEMENT

Evaluation is a full-agency responsibility for MTEC. Broad goals and objectives are set by the Executive Director with approval of the Board. Activity planning is undertaken annually by the Executive Director

Narratives

and staff. The Assessment Coordinator and the Evaluation Committee oversee a continuous evaluation of the MTEC program through surveys of teachers, mentors, and principals (site supervisors). Teachers complete mid-year and year-end evaluations of the program. Mentor evaluations of the MTEC program and their own efforts are key tools for improvements. Principals also complete surveys to assess the MTEC program and the teachers placed at their schools. All evaluation data is used to make improvements for the upcoming program year.

An external evaluation was undertaken by the Center for Instructional Research and Curriculum Evaluation (CIRCE) at the University of Illinois in 2000-2001 after MTEC's first four years of operation.

Staff and faculty undergo performance reviews to assess job performance by their supervisors. The MTEC Work Plan is updated each year providing targets and timelines for specific areas of the MTEC program including AmeriCorps. Throughout the year the targets are monitored to assess progress. This data will be included in the new internal evaluation of the MTEC-AmeriCorps program described in program design section. The annual financial audit evaluates the MTEC overall budget and ensures compliance with state and federal financial guidelines.

AmeriCorps members complete evaluation surveys at the end of each program year to assess the program and the program staff. This data is aggregated and used to resolve any issues with the program, identify strengths and weaknesses, and make improvements.

PLAN FOR EFFECTIVE TECHNICAL ASSISTANCE

Incoming staff and faculty participate in an orientation called MTEC 101. MTEC 101 is a three session professional development opportunity to orient personnel to elements of MTEC's mission. The sessions

Narratives

focus on topics such as the Wisconsin Educator Standards for teachers, effective classroom management to promote learning, technology, AmeriCorps and other coaching strategies. MTEC provides other professional development opportunities based on staff needs and school requests.

Teachers participating in an MTEC program work with the MTEC accountant to receive financial orientation. During the first week members are oriented to the MTEC program through a series of required trainings. The MTEC program orientation includes classroom observations, AmeriCorps information (including information about The Corporation for National and Community Service, Serve Wisconsin and AmeriCorps prohibited activities), and financial updates. New teachers also participate in Milwaukee Public Schools' New Teacher Orientation where they are introduced to the district's policies and procedures.

The MTEC-AmeriCorps staff utilizes the Wisconsin state commission staff to assist with any program issues. The state commission surveys the programs to provide technical assistance in areas that the programs identify. With the help from the state commission, the MTEC Board and Finance Committee, and the MTEC accountant, MTEC is able to ensure a programmatic and fiscally sound program.

SOUND RECORD OF ACCOMPLISHMENT AS AN ORGANIZATION:

VOLUNTEER GENERATION AND SUPPORT

MTEC's Board is made up of volunteers from the K-12 education community, the business community, area colleges/universities, the district administrators, organization and various other groups. The Board offers its guidance to maintain the organization as well as strategies to grow the organization. With the assistance of the Board, MTEC has moved from offering only the pre-service program to also offering

Narratives

other professional development programs for teachers including the Master's Degree program and the Professional Learning Services program.

Working through committees and ad hoc groups, "friends" of MTEC volunteers support the organization to increase the organization's capacity. One such "friend" actually directed the Master's Degree program and gradually trained an initial instructor to take over. Friends of MTEC volunteer their expertise and time to enhance the organization.

MTEC has also developed a pool of more than 150 retired teachers, principals, and administrators to support the organization. This pool of experienced experts offer insight and suggestions on ways to improve the program, provide guidance to teachers and staff, and utilize their expertise to offer services to the schools.

ORGANIZATIONAL AND COMMUNITY LEADERSHIP

MTEC has received several awards of recognition since its inception. In 2002, MTEC received the Exceptional Service Award from Milwaukee Public Schools for developing a diverse and innovative teaching force. In 2004, MTEC received an Outstanding Achievement Award from the State of Wisconsin for outstanding achievements that will have a lasting effect on service and volunteerism in the state. In 2004, MTEC was granted broad certification authority by the Wisconsin Department of Public Instruction. In 2005, the Wisconsin Educational Approval Board, an education consumer protection agency, endorsed MTEC as an accredited institution for providing teacher certification.

MTEC also provides leadership in the district for the Annual Combined Giving Campaign. The Combined Giving Campaign is an effort by the school district and the United Way to provide funds for

Narratives

local not-for-profit community agencies. As a single organization MTEC had a 73% pledge rate contributing \$20,765 compared to the MPS pledge rate of 25% contributing \$370,000.

MTEC's Executive Director, staff and Board members serve on many community and government boards and commissions. Some of the boards and commissions are: Wisconsin Dept of Public Instruction Quality Educator Initiative Implementation Group, Chair, International Trends and Services Committee Milwaukee Chapter, WHNA Green Committee, Education Committee for the Greater Milwaukee United Nations Association.

SUCCESS IN SECURING MATCH RESOURCES

The MTEC-AmeriCorps Education Award program is a fixed cost award program and is not required to report on match funds. MTEC has numerous partners providing support. MPS provides significant in-kind and monetary contributions including salary and benefits for the MTEC-AmeriCorps members.

SUCCESS IN SECURING COMMUNITY SUPPORT

COLLABORATION

In addition to the many collaborations and community volunteers related to individual service learning projects, each year MTEC has collaborated with the YMCA AmeriCorps program to provide service on Martin Luther King, Jr. Day proving that service is not only important for the AmeriCorps members, but for the organization. MTEC has also worked with the Southwest Wisconsin Service-Learning Consortium, including connections with VISTA.

Narratives

Program related collaborations have been essential to the MTEC programs. Mount Mary College serves as our partner for the master's degree program and Lakeland College serves as our partner for the teacher certification program. Both colleges partner in every area including academic matters, administration and credentialing.

LOCAL FINANCIAL AND IN-KIND CONTRIBUTION

MTEC continuously seeks funding from various sources. MTEC has received funds through the Helen Bader, Faye McBeath, Greater Milwaukee, Herzfeld, Miller Brewing, and Northwestern Mutual foundations. The State of Wisconsin through the Wisconsin Higher Educational Aids Board has provided tuition support for MTEC teachers for the last ten years.

Milwaukee Public Schools (MPS) offers major in-kind funds for MTEC in several ways. As part of the MTEC-MPS agreement, facilities and utilities have been a part of the MPS in-kind contribution for many years. MPS has provided support for MTEC teachers through tuition support since MTEC's inception. In-kind services from the teachers' union, area colleges and universities and businesses help with mailings, marketing, public relations, fund raising, meeting space, meal costs, recruitment, and awards.

WIDE RANGE OF COMMUNITY STAKEHOLDERS

Community stakeholders include all those represented by the MTEC as well as those who serve as "friends" of the organization. In addition, MTEC holds occasional informational sessions for state and

Narratives

local officials. These area representatives sometimes ask to visit schools in their areas to talk about problems or explain the MTEC program. MTEC staff members frequently serve on speaker panels to discuss education in general and teacher issues in particular. These occasions generate audience interest that brings more requests for speakers/information and broadens the circle of MTEC friends. As MTEC has broadened its program offerings, it has reached out to new potential audiences. For example, most marketing efforts have focused on MPS teachers and administrators but responding to several requests, MTEC now provides information to teachers from charter schools in the area.

SPECIAL CIRCUMSTANCES

From its beginning, MTEC has focused on Milwaukee -- as a school district and as a city -- because of the special problems faced in high poverty areas. The economic problems facing Milwaukee have deepened over the last decade causing negative repercussions in all social service areas, including schools. The incentives embodied in the Education Awards offered through MTEC-AmeriCorps have been a lifeline for many area teachers who seek continuing professional development. Without AmeriCorps that lifeline may disappear for these teachers.

Budget/Cost Effectiveness

COST EFFECTIVENESS

MTEC is applying as a professional corps for the Education Award Program funding. The National Corporation guidelines indicate that reviewers will not consider cost per member, diversity of non-federal support, and decreased reliance on federal support when assessing an Education Award Program applicant's cost effectiveness.

BUDGET ADEQUACY

Narratives

MTEC is funded through a combination of tuition, loans and grants. MTEC currently receives tuition from teachers participating in an MTEC certification program as well as those participating in the master's program to support the operations costs for MTEC and AmeriCorps. MTEC is a professional corps and since teachers are hired to teach in Milwaukee Public Schools' classrooms, MPS pays them at a beginning teacher salary level including fringe benefits.

MTEC partners provide essential in-kind contributions of equipment, space, and expertise. MPS continues to provide support to improve teacher quality and retain teachers for the district. MPS is also providing support through their School Safety Division to provide the disaster preparedness training in which our AmeriCorps members will take part. Milwaukee Public Schools offers other financial support to MTEC for operations costs and tuition support for teachers participating in the MTEC programs. MPS in-kind contributions also include office space, utilities and initial criminal background investigations for all AmeriCorps members.

MTEC works to secure funds to assist with the cost of tuition for those teachers who take part in the teacher certification program. Yearly, the Wisconsin Higher Educational Aids Board provides MTEC teachers with \$275,000 for tuition support. To date, funds have been raised from several local and regional foundations to support operations. Some of the funds have been provided through: Helen Bader, Faye McBeath Foundation, the Greater Milwaukee Foundation, Richard and Ethel Herzfeld Foundation, Phillip Morris/Miller Brewing and Northwestern Mutual. MTEC will continue to work to secure funds from other sources for the upcoming years.

The AmeriCorps grant supports part of the costs for the AmeriCorps Administrator, Program Coordinator, the AmeriCorps Program Assistant, and technical support for service learning projects.

Narratives

These positions enable MTEC to meet the AmeriCorps and MTEC desired outputs and outcomes.

The MTEC AmeriCorps staff and the MTEC Assessment Coordinator coordinate an internal evaluation specifically for the MTEC-AmeriCorps program that includes surveys from the members, site leaders, students and community organizations.

Evaluation Summary or Plan

The MTEC AmeriCorps staff and the MTEC Assessment Coordinator coordinate an internal evaluation specifically for the MTEC-AmeriCorps program that includes surveys from the members, site leaders, students and community organizations. Through a survey, AmeriCorps members will be asked to review and rate their MTEC-AmeriCorps experience, including their opinions about the strengths and weaknesses of the program, and suggestions for improvement. The service learning rubric will be used to evaluate the quality of the service learning projects. Students will be asked to respond to a survey that evaluates how the AmeriCorps program, and conducting a service learning project, impacted them as students and as citizens. There will also be a survey given to site leaders and community members to provide feedback on the impact of AmeriCorps members on the students and on the school.

Amendment Justification

N/A

Clarification Summary

The MTEC-AmeriCorps program would like a program start date and member enrollment start date of September 1, 2011.

Performance Measure Clarification Items:

After a review of the CNCS Performance Measure Clarification request, the MTEC-AmeriCorps program has decided to opt into the National Performance Measure pilot for the 2011-2012 program year. The program will follow the Education Focus Area, Teacher Corps Outputs and Outcomes as follows:

-ED 1: Number of students who start in an AmeriCorps education program

Narratives

-ED 2: Number of students who complete participation in an AmeriCorps education program

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

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

-Outcome ED 16: Number of individuals teaching in schools in the year after the term of service

-Outcome ED 17: Number of teachers remaining in the education field, but not teaching in a school after their term of service

-ED 14: Number of individuals teaching in high-needs schools.

The Performance Measure section of the grant has been revised to reflect this change.

Continuation Changes

YEAR 2

MTEC is requesting an expansion of our member pool to include teachers in the Milwaukee Teacher Education Center (MTEC) certification program who teach Bilingual Education in Waukesha Public Schools (5% of our total member pool). MTEC has extended the reach of our teacher certification program to assist in other high need areas in Milwaukee and Waukesha. Waukesha has a growing population of people who need bilingual-Spanish services. According to the US Census Bureau, Wisconsin has had a significant increase in the Hispanic population in the last eight years. In Waukesha alone the Hispanic population has grown by 42% since the year 2000. With the growing Hispanic population in Waukesha, one of the services needed is licensed Bilingual Spanish teachers in the public schools. Waukesha Public Schools has adapted to fit the needs of its community by offering bilingual (Spanish) programming in three elementary schools, English-as-a-second language programming in elementary, middle and high schools. MTEC has partnered with the Waukesha Public School District to

Narratives

help fill this need by offering Bilingual-Spanish Certification training to current teachers. We are requesting to offer these teachers the opportunity to join the MTEC-AmeriCorps Program. MTEC is also requesting to be considered for an increase in cost per member to the \$1000 limit because of our work with disadvantaged youth. MTEC teachers work in Milwaukee's public schools and according to the District Report Card, there are 18.6% students identified with special education needs and 7.9% of students have limited English proficiency. Over 78% of all students qualify for free/reduced lunch, which is a strong indicator of the number of children who are economically disadvantaged. Individually, 64 of the district's 213 schools have free or reduced lunch rates of 90% or more and nearly 60% of all school sites have free/reduced lunch rates of 80% or more. There are more than 2700 students in the district who have been identified as homeless and all of the homeless students also receive free and reduced lunch. 9.9% of the students have limited English proficiency and 8% of the students have dropped out. These statistics provide a picture of the disadvantaged students that the MTEC-AmeriCorps members engage in service learning throughout their term of service.

MEMBER ENROLLMENT

NA. The MTEC-AmeriCorps program was 100% enrolled with 175 members.

MEMBER RETENTION

The retention rate for the 2008-2009 year was 85%. Some AmeriCorps members exited the program because of personal circumstances or the inability to complete program requirements due to time commitment issues, the demands of the preservice program or unexpected changes in their teaching positions. The MTEC and MTEC AmeriCorps staff understands that meeting the requirements for both programs is not easy. Personal circumstances vary greatly for participants ranging from illness/death in the family to a change in family obligation due to job loss. In response to previous years member surveys, additional staff have been added to provide additional support. Staff will continue to work hard

Narratives

to coordinate program requirements and to offer AmeriCorps members more personalized support before problems become insurmountable. MTEC will also continue to review the program evaluations submitted by AmeriCorps members and make suggested adjustments to the program where possible.

YEAR 3

A performance measure modification was requested for the 2010-2011 program year that was approved by the Corporation for National and Community Service.

It came to our attention that several schools that were once listed as Milwaukee Public Schools (MPS) changed their certification affiliation therefore they were no longer considered MPS schools. The schools continue to be public choice and/or charter schools and their overall school population has not changed.

The change we requested is as follows:

Original "Teacher Retention" End Outcome: 80% of the MTEC-AmeriCorps members who complete a term of service will return to teach in the Milwaukee Public School System in the fall following their year of service.

Modified "Teacher Retention" End Outcome: 80% of the MTEC-AmeriCorps members who complete a term of service will return to teach in a Milwaukee public school in the fall following their year of service.

MEMBER ENROLLMENT

NA. The MTEC-AmeriCorps program was 100% enrolled with 175 members.

Narratives

MEMBER RETENTION

The retention rate for the 2009-2010 year was 85%. Two members decided soon after enrolling in the program that due to their placement and/or personal challenges they would be unable to continue in the AmeriCorps program and we were able to refill those slots. Some members decided that they would be unable to commit the time necessary to complete requirements and keep up with the responsibilities as teachers. Due to budget cuts the district was forced to cut approximately 400 employees. A few of our members lost their position with the school district and, therefore, were unable to complete program requirements. Others have decided to withdraw due to personal reasons.

The MTEC-AmeriCorps Staff continues to assist and encourage members who seem overwhelmed and to request feedback from members to make positive adjustments and modifications. This year we have incorporated some additional monitoring and support strategies as a measure to retain members.

Note: For this MTEC-AmeriCorps Continuation Grant Application we are not opting into the National Performance Measures. However we were unable to verify and submit the application through the egrants program until we selected the National Performance Measure option under the Education priority area.

Performance Measures

SAA Characteristics

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

Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas 175

Service Categories

- Disaster Preparation
Service-Learning
Leadership Development
Other Education
Community-Based Volunteer Programs
Job Development/Placement

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

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

MTEC AmeriCorps members will provide daily instruction for students throughout the school year which includes involving the students in service by utilizing service learning as a teaching strategy. Members will utilize attendance records to track the number of students receiving instruction from an AmeriCorps Teacher and participating in a service learning project.

Result: Output

Result.

Students who are taught by an MTEC-AmeriCorps member will successfully conduct a service learning project.

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

Target : 1970 students will successfully conduct a service learning project.

Target Value: 1970

Instruments: Staff assessment of the member service learning project report to ensure that the components and quality practice standards for service learning are demonstrated along with attendance records to track student participation.

PM Statement: 1970 students who are taught by an MTEC-AmeriCorps member will successfully conduct a service learning project.

Result: Output

Result.

2625 students will be recruited to conduct a service learning project.

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

Target : 2625 students will participate in conducting a service learning project.

Target Value: 2625

Instruments: Attendance records developed by MTEC-AmeriCorps Staff and reported in the service learning project write up.

PM Statement: 2625 students will be recruited to conduct a service learning project.

Priority Area: Education

Strategy to Achieve Results

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

MTEC AmeriCorps will carefully recruit and select a diverse membership from a pool of teachers in Milwaukee and Waukesha schools to join the program and receive teaching support and training around citizenship and service learning in order to improve instructional practices.

Result: Output

Result.

Teachers will be recruited to become MTEC-AmeriCorps members at the start of the program year and will receive service learning training to be used as a teaching strategy throughout the program year.

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

175 teachers will be recruited to start the program

National Performance Measures

Result.

Target :

Target Value: 175

Instruments: Approved application in the AmeriCorps reporting system.

PM Statement: 175 teachers will be recruited to begin serving as MTEC-AmeriCorps teachers.

Result: Intermediate Outcome

Result.

15 members who complete their term of service, will remain in the education field, but not teaching in a school after their term of service.

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

Target : 15 members who complete their term of service, will remain in the education field, but not teaching in a school after their term of service.

Target Value: 15

Instruments: A placement review through member questionnaires and/or district database information.

PM Statement: 15 members who complete their term of service, will remain in the education field, but not teaching in a school after their term of service.

Result: Intermediate Outcome

Result.

135 members, who completed their term of service, will return to teach in the year after service.

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

Target : 135 members, who completed their term of service, will return to teach in the year after service.

Target Value: 135

Instruments: A teacher placement review through member questionnaires and/or district database information

PM Statement: 135 members, who completed their term of service, will return to teach in the year after service.

Result: Output

Result.

150 AmeriCorps members will complete the program year serving as teachers.

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

Target : 150 AmeriCorps members will complete the program year serving as teachers.

Target Value: 150

Instruments: Approved exit forms in the AmeriCorps reporting system.

PM Statement: 150 AmeriCorps members will complete the program year serving as teachers.

Result: Output

Result.

90 members will teach in high need schools throughout the program year.

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

Target : 90 members will teach in high need schools throughout the program year.

National Performance Measures

Result.

Target Value: 90

Instruments: School official record review and/or member questionnaire.

PM Statement: 90 members will teach in high need schools throughout the program year.

Required Documents

Document Name

Status

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable