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Executive Summary

Teach For America-Oklahoma's mission is to enlist our nation's most promising future leaders in the movement to eliminate educational inequity. TFA-OK believes that the gap in educational outcomes that persists along socioeconomic and racial lines is our greatest domestic challenge, and that in order to live up to our nation's ideals, we must ensure that all children have access to an excellent education. TFA-OK achieves this by building a diverse, highly selective national corps -- of all academic majors and career interests -- who commit at least two years to teaching in urban and rural public schools in our nation's lowest-income communities, and then become lifelong leaders in expanding educational opportunity.

Rationale and Approach

Problem

Teach For America-Oklahoma works to close the vast achievement gap that persists between students in low- and higher-income communities across Oklahoma.

Data shows that the achievement gap starts before students enter kindergarten and worsens over time (McKinsey & Co. "Economic Impact of the Achievement Gap." 2009):

-Low-income children hear, on average, 30 million fewer words than their more affluent peers before the age of 4, leading to low literacy. (Hart, Betty and Risley, Todd. "Meaningful Differences in the Everyday Experience of Young American Children." 1995)

-By 4th grade, children in low-income communities are on average 3 grade levels behind children in higher income neighborhoods. (U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress 1998-2009 Reading Assessments)

-Approximately 50% of students in low-income communities will not graduate from high school by

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the time they are 18 years old. Those that do perform, on average, at the academic level of 8th graders in higher income communities. (Diploma Counts," Editorial Projects in Education, Education Week, 2007 & 2009)

-Only 1 in 10 will graduate from college. (Moretnson, Tom. "Family Income and Higher Education Opportunity," 2010)

In Tulsa Public Schools, less than 50% of African American, Latino, and low-income students are proficient in reading, compared with nearly 80% of their white peers; only 50% of students graduate. The Gates Foundation recently found that only 7% of students from TPS graduate college-ready and only 1-2% of African-American and Hispanic students' graduate college-ready from TPS. At U.S. Grant high School in Oklahoma City, where 84% of students qualify for free or reduced lunch and 67% of students are Hispanic or African American, the dropout rate is 42%. In nearby Classen High School, where only 26% of students qualify for free or reduced lunch and nearly 60% of students are white, the dropout rate is less than 1%.

These disparities severely limit the life choices of the one in five children living in poverty in Oklahoma. (National Center for Children in Poverty) A less educated person is more likely to earn less; a high school dropout is five to eight times more likely to be incarcerated than a college graduate. (McKinsey & Co "The Economic Impact of the Achievement Gap in America's Schools," 2009)

Because African-American, Latino, and Native American children are three times as likely to live in a low-income area, children of color are disproportionately impacted by this inequality. (America's Children in Brief: Key National Indicators of Well-Being, 2008," Federal Interagency Forum on Child and Family Statistics. National SAFE KIDS Campaign (NSKC). Children at Risk Fact Sheet. Washington (DC): NSKC, 2004)

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The consequences of the achievement gap are not limited to low-income communities. The achievement gap between students in low-income communities and those in wealthier communities ultimately results in a \$400 billion to \$670 billion loss to the national GDP each year, the equivalent of "a permanent recession." (McKinsey & Co "The Economic Impact of the Achievement Gap in America's Schools," 2009)

We believe that the achievement gap is caused by three cyclical factors. First, while children in low-income communities have the same potential as their high-income peers, they face many extra challenges -- lack of access to high-quality pre-school programs, adequate healthcare and housing. Second, schools and districts don't have sufficient capacity to help students overcome the extra challenges they face. Third, our prevailing ideology hasn't led to the necessary policies and investments. Among other things, we are hampered by societal beliefs that schools cannot make a significant difference in the face of socioeconomic disparities.

TFA-OK currently places corps members as teachers in over 30 schools and centers across Tulsa. Within TPS, we place in 29 schools (16 elementary, 8 middle, 5 high), and 2 Community Action Project (CAP) centers and 3 YWCA centers focusing on early childhood education. All of our placement schools have at least 80% of their students on free or reduced meals. In 2010-11 we plan to place in schools across Oklahoma City Public Schools.

We will strategically place corps members by "clustering" at least 6-16 members in high-need feeder patterns. Feeder patterns are a set of elementary schools that feed into a middle school that feeds into a high school. When choosing our targeted feeder patterns, we first identified the high schools in our

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partner districts with the lowest secondary enrollment rates. We chose to focus on post-secondary enrollment rates because we believe that to truly alter students' life trajectories and to ensure their success in life, we must be setting them on a path towards college and other post-secondary opportunities.

By clustering our corps members, we can significantly increase students' chances of being taught by a series of highly effective teachers, rather than just one, altering their life trajectories. The difference in educational outcomes between students assigned 3 effective teachers in a row and those assigned 3 ineffective teachers in a row was 49 percentile points; a series of effective teachers could significantly alter the life trajectory of a student and could put that child on a path to college. (Jordan, Heather; Mendro, Robert L.; Weerasinghe, Dash. "Teacher Effects on Longitudinal Student Achievement: A Report on Research in Progress." July 1997)

Solution: AmeriCorps Member Roles and Responsibilities

As a professional corps program, TFA-OK addresses the problem of educational inequity by recruiting and placing qualified participants as teachers in communities that lack an adequate number of such professionals. Our corps members often fill teaching positions in high-need subject areas, which districts often find difficult to fill. For example, 59% of our corps members currently teach math and science. In addition, TFA provides low-income schools with candidates commensurate to those teaching in the world's top performing school systems. We believe that "lacking an adequate number of such professionals" does not just refer to communities that simply do not have enough candidates, but also to communities that do not have a pool of highly-qualified candidates.

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

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

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

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

TFA corps members address the three causes of the achievement gap in three key ways:

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First, corps members commit to teaching two years in low-income schools throughout Oklahoma. Our corps members provide a critical source of teachers who help ensure their students have the educational opportunities they deserve, despite compounding socioeconomic factors. A member's typical day includes teaching a full class schedule, lesson planning, participating in professional development, and often leading extracurricular activities.

Second, our corps members are charged with improving the academic achievement of their students. In succeeding with their students, members gain added conviction that educational inequity is a solvable problem and a grounded understanding of problem and solutions in all its complexity. Corps members influence the prevailing ideology by demonstrating that children in low-income communities can achieve at high levels.

Third, our network of more than 28,000 -- corps members and alumni -- work directly for change at every level of our education system. TFA alumni work to minimize the extra challenges facing children growing up in low-income communities, build the capacity of schools and school systems, and change the prevailing ideology through their examples and their advocacy.

TFA-OK is requesting 200 fulltime education award slots. Fulltime enrollment in AmeriCorps accurately reflects our members' service as fulltime teachers.

AmeriCorps Member Selection, Training, and Supervision

SELECTING:

TFA conducts internal studies to identify the characteristics that differentiate our top performing corps

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members, resulting in a selection model that enables us to accept applicants who have the greatest likelihood of success. In particular, our highest-performing members show perseverance, strong critical thinking skills, the ability to influence and motivate others, organizational ability, and hold high expectations for children and families in low-income communities.

TFA recruits at more than 350 colleges and universities. Our recruitment campaign is a highly sophisticated effort designed to compete with top corporations for the best young talent in the country. We have 54 Recruitment Directors who build relationships with deans, professors, and student leaders to identify prospective applicants. They then build target lists of potential applicants; as of October 2010 we compiled the contact information of 184,554 seniors. We meet with these top students to discuss TFA's role in closing the achievement gap. By highlighting the existence of the achievement gap and its solvability, we are able to recruit many individuals who might not otherwise have applied to become AmeriCorps members.

Through this intensive targeted recruitment effort and mass marketing, more than 46,000 people applied to join the 2010 corps. Among last year's applicants were: more than 5% of graduating seniors at 120 schools and nearly 12% of Ivy League seniors. Our 2010 members represent some of our nation's most promising future leaders -- 89% held leadership positions on their campuses.

We recruit at the University of Oklahoma, Oklahoma State University and Tulsa University. By October 2010, our recruitment team members have met with close to 200 students, and invited an additional 350 students to online events, and given nearly 50 presentations talking about educational inequity and how they can play a role in closing the achievement gap as a member of our movement. Currently 20% of TFA-OK corps members have roots in Oklahoma (i.e. went to school in Oklahoma,

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have lived in Oklahoma, etc.).

We recruit people of color because we recognize the importance of providing children with role models who have similar backgrounds. More than 95% of the students we reach this year receive free or reduced-price lunch and more than 90% are African American, Latino, or Native American. We recruit heavily at historically black colleges and universities, and work aggressively on our target campuses to recruit top students of color. This year 32% of our corps is people of color and 28% received Pell Grants. TFA has a higher percentage of African American (11% v. 5%) and Latino corps members (7% v. 6%), than the graduating classes in the top 340 universities in the country. (U.S. News & World report; U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System.)

TRAINING:

TFA provides intensive pre-service training and ongoing professional development to corps members. We aim to ensure that our members are effective in leading their students to significant academic achievement while simultaneously providing an experience that will inspire them to become lifelong leaders to eliminate educational inequity.

The bedrock of our training and evaluation model is a framework we call Teaching As Leadership (TAL), which include the six strategies that we have found drive effective teaching:

- Setting an ambitious vision
- Investing students and families in that vision
- Planning purposefully to meet ambitious goals
- Executing plans effectively

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- Working relentlessly to achieve their vision
- Continuously reflecting and improving

Each of these strategies corresponds to a series of 28 teacher actions, which comprise the TAL rubric. Our training and support model is based on helping members successfully employ these teacher actions, which happens through the general training timeline listed below.

INDUCTION -- At the beginning of the summer, members spend a week in Tulsa learning about the communities in which they will serve. AmeriCorps pre-service orientation is conducted, so members learn about the responsibilities and benefits of AmeriCorps membership before they begin serving.

INSTITUTE -- Next, corps members attend a rigorous five-week residential summer training institute to prepare them for teaching in a low-income classroom. There are two main components of the institute: summer school teaching and curriculum sessions.

Members teach summer school classes as part of a four-person collaborative that is supervised and mentored by both a veteran teacher and TFA staff member. Corps members receive regular feedback about their teaching, reflect and refine their practice to ensure that students meet summer school goals. They also observe one another and videos of themselves teaching, allowing corps members to see which teaching methods are most effective.

Corps members attend daily curriculum sessions where they gain the foundational knowledge needed to become highly effective beginning teachers. We have created a 6-textbook curriculum based on years of research and input from education experts: Teaching As Leadership, Elementary/Secondary

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Literacy, Learning Theory, Instructional Planning and Delivery, Classroom Management & Culture, and Diversity, Community & Achievement.

ORIENTATION -- After institute corps members return to Tulsa to create their first unit plans and assessments. With these elements established before the school year begins, our teachers are better prepared to move their students forward.

ONGOING SUPPORT -- Building on the foundation received during the summer training, TFA-OK program team provide intensive training and professional development. There are four main components to our ongoing professional development model.

First, corps members are paired with a Program Director (PD) who conducts observations of the member's class, and provide corps members with feedback and support. Corps members and PDs review student data to identify and find solutions to problems or gaps in student achievement. This approach builds corps members' abilities to independently evaluate student outcomes, identify causes of problems, and seek solutions.

Second, corps members have access to TFAnet -- our private website of resources designed to help members create data-driven, student achievement- focused classrooms.

Third, members meet regularly in content- or grade-specific learning teams led by experienced teachers to discuss ongoing challenges, share best practices, and work together on professional development.

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Finally, members participate in certification and masters programs designed to ensure that members meet state certification requirements. These programs prepare corps members to stay involved in the movement to end educational inequity beyond their two-year commitments.

CREATING LIFELONG ETHIC OF SERVICE:

TFA's mission is to build the movement to end educational inequity by enlisting our nation's most promising future leaders in the effort. Accomplishing our mission requires that we provide corps members with a transformational experience.

Leading students in low-income communities to achieve significant academic outcomes transforms corps members' sense of possibility and urgency regarding closing the achievement gap. Although just 10% of incoming corps members report that they had an interest in teaching prior to joining TFA, 63% of our nearly 20,000 alumni currently work in education. Additionally, 93% report that they support TFA's mission through career, philanthropy, volunteer work, or graduate study.

TFA works to reinforce a culture of service by providing opportunities for members to take on increased responsibility. Corps members have the opportunity to develop and conduct professional development sessions, work at our summer training institute, and recruit at their colleges and universities. During their service, we host discussions designed to help members reflect on the causes of educational inequity and fostering a sense of responsibility to address these issues.

After successfully completing their service, members become part of TFA's alumni network. We employ a two-part strategy to foster the leadership of our alumni base. First, we build community among our alumni and keep them connected to TFA through regional alumni summits and an

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alumni magazine. Second, we support the career development of our alumni through a series of initiatives that fast track the pathway to leadership in several key sectors--school leadership, teaching leadership, political leadership, policy and advocacy leadership, and social entrepreneurship. Our focus on these sectors is based on alumni interest and their potential to have a significant impact on the problem we address. Currently, over 550 alumni are serving as school leaders, over 6000 are still teaching, 45 are elected officials, over 500 alumni work in public policy, and more than 20 are social entrepreneurs.

SUPERVISING:

TFA-OK's plan for supervising corps members may differ from other AmeriCorps program because we are a professional corps. Since our corps members work as full-time professional teachers, they are directly supervised by school officials. Additionally, all TFA corps members are college graduates who have gone through a rigorous application process that is designed, in part, to measure their ability to work effectively in a professional setting. Therefore, our supervision plan is concerned with corps member development and evaluation.

Each corps member is matched with a Program Director (PD) -- highly effective alums who manage a cohort of current members (average of 30) to ensure that they achieve ambitious academic goals with their students. Throughout the year, PDs observe and meet with corps member to review student data and strategies for overcoming current challenges. PDs refer corps members to targeted resources based on strengths and weaknesses. At the end of the year PDs and corps members analyze student growth based on final assessments.

PDs go through a multi-step application procedure that includes an initial application, the completion

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of a comprehensive applicant activity and a final in-person interview with senior staff. Additionally, the majority of PDs have previously showcased their talent and ambition by teaching for two or more years as a TFA corps member.

PDs receive training and support through a variety of avenues. Our managing director of program is responsible for managing and coaching PDs to develop their skills at analyzing classrooms and coaching teachers to build their skills in the areas that will have the highest impact on student achievement. PD professional development frequently revolves around building a strong vision for rigorous student outcomes and best instructional practices, as well as strengthening their management and coaching skills. In addition to individual support, PDs also receive training through national conferences, and engage in weekly professional development during team meetings. PDs are ultimately held accountable to the student achievement results of the teachers that they support, as well as the satisfaction and retention of those corps members.

The PDs will be based in Tulsa and traveling to OKC to see corps members in the classroom. It is our goal to have the same amount of support for corps members in OKC as corps members in Tulsa. PDs will likely stay in OKC for days at a time, seeing classrooms, having follow up meetings, etc. We will not actually have any staff members in OKC for the first year, but will make extra efforts to ensure cms in OKC are being retained, successful, etc.

Outcome: Performance Measure

Throughout the three-year grant cycle, TFA-OK expects to effect immediate and long-term change in efforts to expand educational opportunity that further the results described below.

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IMMEDIATE IMPACT

In the short-term our corps members must close the gap for their students and they must prove their efficacy through measurable results. Mathematica Policy Research, Inc. released an independent study in 2004 using a research methodology widely regarded as the gold standard. This study found that students of TFA corps members made more progress in a year in both reading and math than would typically be expected. The study also found that corps members were working in the highest-need classrooms in the country, where students begin the year on average at the 14th percentile against the national norm. ("The Effects of Teach For America on Students: Findings from a National Evaluation," Mathematica Policy Research, June 2004)

A 2008-2009 Urban Institute study found that TFA corps members were, on average, more effective than non-TFA teachers in all subject areas even when compared with experienced and traditionally certified teachers. Additionally, the study found the positive impact of having a TFA teacher was two to three times that of having a teacher with three or more years of experience. (The Urban Institute/CALDER Research Center, 2009)

LONG-TERM IMPACT:

Our aim is to catalyze system-wide change in Oklahoma by providing a leadership force at every level that will change the reality for students in our city. Our ever-expanding group of alumni -- now nearly 20,000 strong -- is a powerful force for change by providing key leadership in education and non-profit organizations, and a critical workforce that builds ongoing capacity. For example:

-The District of Columbia Public Schools leadership team, comprised largely of TFA alumni managed the largest growth in the country of any urban system on the national NAEP exam.

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-On the latest U.S. News & World Report list of the 100 best high schools in America, of the 9 schools from low-income communities, 3 were founded and run by our alumni.

In each TFA site where we have placed corps members over the course of years, we see the significant impact of our alumni serving in leadership roles. In Oklahoma, we have 4 alumni that are currently active in the classroom and pursuing school leadership positions down the road.

MEASURING RESULTS:

TFA-OK opts into the national performance measure pilot:

-ED1 Number of students who start in an AmeriCorps education program.

-ED2 Number of students who complete participation in an AmeriCorps education program.

-ED12 Number of AmeriCorps members who begin serving as teachers through a Teacher Corps program.

-ED13 Number of AmeriCorps members who completed serving as teachers through a Teacher Corps program.

-ED14 Number of individuals teaching in high needs schools.

-ED16 Number of individuals teaching in schools in the year after term of service.

-ED17 Number of teachers remaining the education field, but not teaching in a school after their term of service.

TFA-OK will use internal tracking systems to address the above performance measures. Our performance measure targets are determined based on our previous experience in Tulsa schools and trends within our larger national corps.

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TFA has developed internal metrics to measure the academic growth of our corps member's students, and which will allow us to address optional performance measure ED15 -- number of students in AmeriCorps teacher classrooms with improved academic performance.

TFA measures performance based on the impact our corps members have on student achievement. This includes measuring the growth students make throughout the year and/or students' ability to demonstrate mastery of content at the end of the year. Each corps member administers a diagnostic test in the beginning of the year to each student, and is then required to monitor student growth through ongoing and end-of-year assessments.

To ensure that our corps members lead their students to significant academic growth, progress is tracked by our internal gains measures, in which corps members report students' progress throughout the year based on audited and validated performance assessments. Teachers that progress their students 1 to 1.4 academic years are considered to have made "solid gains," and teachers who advance their students 1.5 years or more are considered to have made "significant gains." This year, we anticipate that 84% of our corps members will make at least "solid gains."

Volunteer Generation

TFA uses four methods to recruit volunteers to expand the impact of our program:

1. We strongly encourage corps members to recruit community members to volunteer in their classrooms by reading aloud to students, assisting in completing class projects, and tutoring.
2. TFA-OK involves volunteers through its annual Teach For America Week event. Over the course of

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a week in late February, TFA-OK will invite community leaders to present lessons in corps member classrooms.

3. We are currently developing an advisory board that will be a diverse volunteer body of community leaders and is responsible for advising the organization's development, program implementation and visibility initiatives.

4. We have built significant capacity to engage our nearly 20,000 alumni in taking greater responsibility for the organization's well-being. This year, about 45% of our total alumni base contributed time or money to the organization.

In addition to creating opportunities for community members to volunteer, we also encourage our members to volunteer. Our members increase the number of clubs, teams, and other activities available to at-risk youth.

Partnerships and Collaboration

TFA-OK's impact on closing the achievement gap is dependent upon our ability to form partnerships with local school districts, charter networks, and our advisory board, in addition to building a large and sustainable base of supporters.

DISTRICT AND CHARTER PARTNERSHIPS: We rely on the guidance of our district partners in placing and supporting corps members. Our partner districts identify their staffing needs each spring and request our assistance in meeting them. We foster an ongoing relationship with each partner conducting meetings with principals and the superintendent of each district to ensure that they are

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satisfied with our teachers' performance. In November we were approved by Oklahoma City School board. Currently, we are working with Superintendent Karl Springer to ensure school placement by the summer of 2011.

Additionally, our corps members work with their school districts human capital department to earn the teaching certification they need to be classified as "highly qualified" under No Child Left Behind.

ADVISORY BOARD: We are currently building an active volunteer advisory board of leaders from Tulsa's philanthropic, business, and education communities. This group will play a critical role in helping us develop resources and in focusing the interest of public and private leaders on the challenges faced by teachers and students in the Tulsa school systems.

SUPPORTERS: Tulsa is such a generous community with huge community champions that care deeply about education in this city. Throughout the year, we have several events for our donors to attend and learn about our work and our impact. Recently, we conducted a public panel with the Chamber of Commerce for the city on education reform. In addition, over the past month, employees of the George Kaiser Family Foundation, one of our major funders has met one-on-one with 50 of our corps members to discuss what they can do to help them stay within the region and continue their impact on education past their two year commitment.

Sustainability

Schools serving high-poverty communities have an ongoing need for mentor teachers and school leaders; school districts and the policy community need leaders with experience teaching effectively in high poverty areas. During his confirmation hearing Secretary Arne Duncan said: "[Teach For

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America has] done an extraordinary job in bringing the best and brightest from around the country into teaching...Not only are there great teachers coming through the program but it's a great pipeline of talent, so you get these people with this great vision and this entrepreneurial spirit and a willingness to innovate."

Beyond the term of this grant, TFA will continue to meet the needs of our communities through the capacity-building and knowledge sharing efforts of our corps members and alumni. In 2009, over 66% of our corps members assumed leadership roles within their schools such as coaching, after-school tutoring, leading student organizations, etc. In addition, our corps members often share with their peers and school community the training and resources they received from TFA.

Additionally, our staff, corps members and alumni often provide principals and district leaders with technical assistance around the recruitment, training and support of teachers. For example, in 2010 we released a book -- "Teaching As Leadership: The Highly Effective Teacher's Guide to Closing the Achievement Gap" -- containing our 20 years of knowledge about what distinguishes extraordinarily successful teachers in our nation's highest-poverty schools.

Multi-site Programs Only

TFA-OK has partnered with TPS, CAP, and YWCA to meet the needs of low-income students by providing highly qualified teachers to assist in their efforts to close the achievement gap.

We begin meeting with district officials to identify the highest need schools and teaching positions in Tulsa in advance of placing members. We enter into contracts with interested districts; as part of this process, we receive \$5,000 from each school district per teacher we place in their schools. We work

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closely with our partners throughout the year to align our pre-service training and ongoing support with district needs, and engage in an ongoing dialogue with school leadership to ensure they are satisfied with our teachers' performance.

Organizational Capability

Organizational Background

The primary contact for this grant is Justin Harlan, Operations Associate; secondary contact is Lance Tackett, Executive Director.

TFA has effectively managed large-scale federal grants through both AmeriCorps and the Department of Education. We have received unqualified A-133 audits every year, and have built significant internal capacity to manage both the financial and programmatic components of a national AmeriCorps program.

TFA's national staff provides support to Tulsa in a number of different areas, including finance and grants management. At the national office, a number of well-qualified specialists are available to meet and guide regional staff on AmeriCorps compliance, budget creation, and general grant management. Our finance team reports to the auditing and finance committees of our board, and works closely with our development team and budget trackers to coordinate cash-in and expenses throughout the organization. In particular, our finance team coordinates our A-133 audit, our annual audit and our monthly reconciliation processes, and produces and monitors our projected budgets for each site and the organization. We use our Financial Edge database to help track funding streams and expenses by department and program element. This centralization allows national staff to provide assistance to TFA-Oklahoma with federal budget requirements, and ensure compliance with programmatic elements. Currently, 11 of Teach For America's 39 regions receive state AmeriCorps funding.

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Since TFA members are provided salaries and benefits from the school districts, our costs relate solely to supporting our members. A state AmeriCorps grant will cover a percentage of the costs that enable TFA to place, train, and support corps members so that they are prepared to make academic gains with their students. TFA-OK is entering the final year of our 3 year start up budget, totaling approximately \$6 million. Our FY11 budget is \$2.8 million.

To launch TFA in OKC, our fundraising goal is 5 million dollars. As of now we have \$1.5 million raised and are waiting to hear back on about \$3 million in additional asks. Our first year of operations in OKC will only cost \$800,000 so we are technically good to launch given we have raised \$1.5 million. We would prefer to raise all of the money now to prevent us from having to raise money over the next few years, but if we fall short we will still launch in OKC as planned.

We will raise the necessary resources from a variety of sources: foundations, corporations, individual donors, and public sources. We will actively seek to grow funding across all sources. Below are some of the strategies we plan to employ in each funding stream:

FOUNDATIONS: In our launch campaign, we raised \$4.5 million from foundations in Tulsa. We are prioritizing forming new partnerships with Tulsa and Oklahoma City foundations. Through our aggressive prospect research, we have discovered that there are over 50 foundations in Oklahoma that prioritize giving to education but are not yet supporters of TFA. We are also utilizing our network of current supporters to identify connections, to secure meetings with new foundations, and to create opportunities for TFA to share our work with a broad range of foundations through various organizations.

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CORPORATIONS: In our launch campaign, we raised \$450,000 from Tulsa corporations. In Oklahoma City, we hope to leverage some of the major oil and energy corporations for the launch campaign. To ensure that prospective corporations understand that TFA can provide a significant return on their investment, we are creating unique partnership opportunities that align with individual corporations' strategic plans and philanthropic priorities, enabling them to view our partnership as mutually beneficial. Additionally, we are asking current supporters to connect us with prospective corporations and have recently added new board members who bring a wealth of connections to Oklahoma's corporate community.

INDIVIDUALS: In our launch campaign, we were able to raise \$100,000 from individuals in the Tulsa community. In the coming fiscal year, we plan to launch our Sponsor-A-Teacher (SAT) program, a \$5,000 individual giving campaign, we plan on adding 10 new SAT donors and contact with more than 25 prospective individual supporters across Oklahoma. We also plan on asking the individuals that helped in our launch campaign for increased amount renewals. In Oklahoma City, we have used our relationship with foundations to make introductions to potential individual givers.

TFA has been an AmeriCorps program since 1994. However, in the past five years, funding from the national AmeriCorps grant has gone to pay for national initiatives -- recruitment, admissions, summer training -- that are not included on our regional AmeriCorps budgets. The only CNCS support TFA-Oklahoma has received in the last five years has been education awards for our corps members. We are very excited about partnering with state AmeriCorps, as such funding is key to growing our impact in Tulsa.

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100% of the funding we raise through various streams, including AmeriCorps, goes to support the efforts of our corps members and alumni in Oklahoma, and our efforts to bring highly qualified corps members from across the country to Oklahoma classrooms.

AmeriCorps is a natural fit for our program, since we are a full-time national service program that addresses a serious education issue -- the achievement gap that persists between students in low-income communities and their peers in wealthier communities.

A state AmeriCorps grant will provide crucial assistance in supporting our growing corps fueling future growth of our program in Oklahoma. Specifically, by partnering with the Oklahoma Community Service Commission, we will be able to:

- Work with the commission's network of supporters to strengthen our ties with the larger Tulsa and Oklahoma City communities.
- Increase the sustainability and viability of our growth plan and leverage the commission's support to inspire gifts from other donors.
- Provide corps members with an education award, helping members to become certified teachers through alternative route programs.
- Increase the socioeconomic diversity of our corps by providing AmeriCorps benefits that offset the costs associated with joining the corps.
- Enable members to become part of a state-wide movement to effect societal change. We very excited to partner with the commission to provide better access to other state Americorps programs, so we can partner together and maximize our impact.

By partnering together, we can accelerate the broader education reform movement in our region and

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demonstrate what is truly possible for students in low-income communities.

TFA-Oklahoma ensures compliance with all AmeriCorps requirements. All incoming corps members participate in a series of orientation sessions designed to familiarize them with the expectations, requirements, and benefits of being an AmeriCorps member. In addition, we continue to reinforce these requirements for member compliance during monthly email blasts and during corps member general meetings.

Staffing

Currently, TFA Tulsa has 11 staff members: an Executive Director, a Managing Director of Programming (managed by the ED), a Director of Literacy (managed by the ED), a Director of Teaching and Learning (managed by the ED), six Program Directors (managed by the MDP) and an Operations Associate (managed by the ED). Our Executive Director is managed by a national team Regional Vice President, who also manages five other regions.

TFA-Oklahoma does not currently have a regional board of directors but plans to have one in place by March 2011 and is working hard to find the best community leaders to fill those positions.

As Executive Director (ED), Lance Tacket is responsible for ensuring effectiveness of corps members, building a broad and sustainable base of financial support, and raising community awareness. A graduate from the University of California-Santa Barbara, Lance was a grassroots community organizer and lobbyist for higher education before joining TFA. As a 2006 Charlotte corps member Lance led his 9th and 10th graders to achieving significant academic outcomes. Before becoming ED, Lance was on TFA institute staff and our recruitment team, where he increased the applicant results

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from his portfolio of schools by 169% and increased the number of accepted applicants who identify as people of color by more than twice the national average.

As Managing Director of Program, Bonnie Dilber ensures that the region achieves its vision for student achievement and corps member effectiveness by managing and developing the regional program team to ensure that our corps members and their students achieve ambitious academic goals. Bonnie graduated from Emory University in 2004. She joined the corps in Houston, TX where she spent four years in the classroom as a kindergarten and third grade teacher at Robinson Elementary in the Houston Independent School District, and as an 8th grade English teacher and grade level chair at KIPP 3D Academy. After working as a school director at the Houston Institute, Bonnie joined the Houston regional team as a managing director of program in 2008. She completed her MBA at Rice University in 2010.

As the Director of Literacy, Rachel Seymor develops corps members in all areas of literacy instruction to ensure that they achieve ambitious reading and writing goals with their students. After graduating from Northwestern University in 2005, Rachel joined the Los Angeles Corps where she taught ESL and 10th grade English over the course of three years at her placement school, Fremont High School, and at a Green Dot charter high school. From there, she relocated to Chicago to become a founding team member at a Noble Network charter high school opened by her former Program Director. She made this campus home for two years, teaching freshman English, advising a group of twelve wonderful young women, and serving as writing coordinator and as the ninth-grade English point-person on the network's professional development team.

As Director of Teaching and Learning, Amber Stangl is responsible for the professional development of

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the Tulsa corps as well as ensuring that the way we measure student achievement is valid and rigorous. After graduating from Oklahoma State University in 2007, Amber Stangl joined the Phoenix Corps where she taught 7th grade Science at Underdown Junior High and later at Country Place Elementary. While in Phoenix, Amber earned her master's degree from Arizona State University in Secondary Science Education. She joined the Tulsa region in their charter year and helped the region get off the ground as a Program Director. Over this past summer, she worked as a School Director at the Phoenix Institute.

TFA Program Directors (PDs) manage and develop corps members to ensure that they achieve ambitious academic goals with their students, and work directly with corps members to increase their effectiveness and maximize their impact both in the classroom and beyond their corps experience. All TFA-OK PDs were successful TFA corps members prior to joining staff; they include: Joanna Mabee Lein, Brynn Myers, Paul Needham, Kevin Pattison, Jay Pendrak, and Mike Temblador.

TFA's national staff provides support to TFA-OK in a number of different areas, including finance, grants management, and program support. At the national office, a number of well-qualified specialists are available to guide regional staff on AmeriCorps compliance, budget creation, and general grant management. In addition to these specialists, our national server is constantly being updated with document resources and tutorials on these same topics. Additionally, the national team provides on-going trainings and assistance for all regional staff positions via conference calls, regional and national conferences, and on-line tutorials.

The national office of TFA also includes a well-staffed technology department that is available to assist with any technical problems that should arise at the regional level. Our staff in Tulsa reaches out to

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the technology team via email and telephone and have the capacity to interface with our personal computers in Tulsa. As part of standard new staff training, TFA-Oklahoma personnel are trained on all software and programs that enable and improve work function.

TFA-OK's regional team along with support from our national team has the capacity to meet commission-specific reporting requirements.

Budget/Cost Effectiveness

Cost Effectiveness

TFA is recognized by outside groups for its efficiency. Charity Navigator, a non-profit watchdog group, gave TFA its highest 4-star rating in past years. In 2009 Worth Magazine named TFA one of the 10 most cost effective charities in the country. We are requesting 200 full time member slots at \$1800/MSY.

A fixed amount grant from the Oklahoma Community Service Commission, combined with commitments from foundations, corporations and individuals, will allow us to continue and further our work.

As a professional corps, our members are provided salaries and benefits from the school districts. Therefore, our costs relate solely to recruiting and supporting our members. These expenses are directly linked to outputs and outcomes -- the AmeriCorps grant will cover a percentage of the costs that enable TFA to recruit, place and support corps members so that they are prepared to make academic gains with their students and engage community members in their classrooms.

Our overall FY11 budget is currently \$2.8 million. Therefore, we depend on multiple funding sources to raise the funds needed to support our corps members. We will raise the resources necessary to

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operate a successful program from a variety of sources: foundations, corporations, individual donors, and public sources. We will actively seek to grow funding across all sources going forward. We firmly believe in diversifying our funding in order to ensure the continuation of our programming. To that extent, our funding portfolio represents a wide distribution of sources. We are currently funded 76% by foundations, 2% by individuals, 8% by corporations, and 13% by school districts. Thus far in Central Oklahoma, we have over \$1 million verbally committed through foundations for the current fiscal year. Additionally, TFA-OK has received in-kind donations for our Induction week. Three donors across Tulsa sponsored a meal at \$1,300 for the week. In addition, we have received gift cards from Wal-Mart and Target for purchasing supplies.

Budget Adequacy

Our corps members are charged with the ambitious task of significantly improving the academic performance of students who traditionally enter the classroom 2-3 grade levels behind their peers in wealthier communities. It is imperative that we invest in providing the training and support necessary to be transformative teachers. Our regional costs are those associated with our training and support models, which have proven to be critical to maximizing our impact. A growing body of research shows that our corps members are more effective than other teachers, including certified and veteran teachers. ("The Effects of Teach For America on Students: Findings from a National Evaluation," Mathematica Policy Research, June 2004; The Urban Institute/CALDER Research Center, 2009) Additionally, TFA corps members are more likely than other new teachers to return for a second year of teaching. In Tulsa 92% of our 2009 corps returned for a second year of teaching. In contrast, about 83% of new teachers in low-income communities return for a second year. ("No Dream Denied: A Pledge to America's Children" (2003) National Commission on Teaching and America's Future. Washington, D.C)

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By 2015, over 300 corps members will be reaching more than 20,000 of Oklahoma's most disadvantaged students annually. Corps members' efforts will change students' lives and produce a new pipeline of diverse leaders for college campuses and our nation at large. At the same time, a force of 150 TFA alumni will provide new leadership in Oklahoma and our nation. Funding is the only barrier to achieving this goal. The financial support and education awards provided by state AmeriCorps and our match partners will enable us to collectively move the needle in closing the achievement gap, changing the conversation about what is possible and how to achieve it, and rapidly move our nation toward the tipping point at which the movement to end educational inequity becomes unstoppable.

Evaluation Summary or Plan

N/A

Amendment Justification

N/A

Clarification Summary

Please provide labor union concurrences for both the Tulsa County and Oklahoma County school districts where members will serve.

- Labor union concurrence forms are required for program applicants who:

- (1) Propose to serve as the placement site for AmeriCorps members; and
- (2) Have employees engaged in the same or substantially similar work as that proposed to be carried out by AmeriCorps members; and
- (3) Those employees are represented by a local labor organization, must include in their application the written concurrence of the local labor organization representing those employees. Written concurrence can be in the form of a letter or e-mail from the local union leadership.

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As stated above, the labor concurrence requirement applies to programs that are serving as both program applicant and service site. This requirement does not apply to Teach For America-Oklahoma because we do not serve as the placement site for AmeriCorps members.

Please explain the decision to expand the current programming to include Oklahoma City schools and describe the need that exists in that area to justify the expansion

- At U.S. Grant High School in Oklahoma City, where 84% of students qualify for free or reduced lunch and 67% of students are Hispanic or African American, the dropout rate is 42%. In nearby Classen High School, where only 26% of students qualify for free or reduced lunch and nearly 60% of students are white, the dropout rate is less than 1%. Given the inherent potential of children -- regardless of income or race -- such inequity cannot exist in a country that aspires to be the land of equal opportunity.

- The launch is important for the following reasons:

- * Being in OKC gives us the political clout necessary to make state-wide investments in education that will be needed in the long-term in the state's capitol
- * We will have a larger base of corps members needed to fill school leadership positions will be twice as high throughout the state
- * The need in schools is vast and we must act fast to address this very serious injustice. With the increase in numbers, we will reach nearly one in four low-income students served in TPS and OKCPS.
- * This will ensure that we are reaching over 20,000 students state-wide

If members are placed in Oklahoma City Schools in 2012, please provide detail regarding site

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supervision by staff members for the Oklahoma County Corps.

- Corps members in Oklahoma City will have Program Directors, just like those in Tulsa. Although the PDs will not live in Oklahoma City, they will make frequent trips to Oklahoma City and plan to visit the OKC classrooms just as often as those in Tulsa. PDs give consistent feedback throughout the year and will plan on being in Oklahoma City on a weekly basis.

- Corps member supervisors will travel from Tulsa to Oklahoma at least once a week as we aim to provide corps members in Oklahoma City the same support that they are receiving in Tulsa. Each supervisor will be responsible for the growth, support, and development of 25-30 corps members. The only potential cons in our expansion to OKC could be the distance between the two cities and the strain on staff members that comes with it. While our staff members are also aiming to give the most support possible, spreading those corps members across the state will clearly add a new component.

Please explain how the school site supervisors inform the TFA Oklahoma staff of members' progress or report any problems

-- TFA-Oklahoma will continue to execute a two-fold approach for monitoring school sites for member progress and communicating with school site supervisors. The first part of our approach dictates that a TFA-Oklahoma Program Director visits each school site at minimum on a bi-weekly basis. During these visits, individual program members are observed for member progress and key areas for future development. In addition to these classroom observations, the Program Director will dedicate a portion of each school site visit to check-in with the school site supervisor in order to ensure that we receive high-level feedback from each of our school partners on a regular basis. The second portion of TFA-Oklahoma's school site communication plan, involves TFA-Oklahoma's Executive Director and district strategy staff meeting with the superintendent of each district partner on a bi-

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monthly basis. The Executive Director's efforts will culminate with an end-of-year principal satisfaction survey, which will provide our organization with quantitative measurements regarding our programs strengths and growth potential.

Please verify that the criminal history checks conducted for members and staff will include an FBI fingerprint check in addition to the state registry check and the NSOPR for anyone with recurring access to vulnerable populations.

- Teach For America submitted an ASP to CNCS on December 23, 2010 in preparation for the new requirements to the criminal history check regulations outlined by the Serve America Act effective on April 21, 2011. In our ASP, we propose a continuation of our current criminal history check procedure, in which NSOPR and FBI fingerprint checks are conducted on all corps members prior to the start of our enrollment in AmeriCorps. The Teach For America Oklahoma sites were included in this ASP request. We are awaiting a response from CNCS on our ASP for 2011. Given our admissions cycle we have already begun conducting Criminal History Checks on our incoming 2011 corps members (we have 5 application deadlines: 1DL, 2DL, 3DL, 4DL, 5DL) . Our 2011 Criminal History Check policy states that all corps members must be checked against the National Sex Offender Public Registry (NSOPR) database prior to AmeriCorps enrollment. In addition, an FBI fingerprint check must be initiated on all corps members no later than their enrollment in AmeriCorps. Any corps member with a pending FBI check at the time of our 30-day AmeriCorps enrollment will be prohibited from AmeriCorps enrollment until their check is completed. Alternatively, any corps member enrolled in AmeriCorps with a pending FBI check must be accompanied by a supervisor while teaching students until their check is returned and cleared. Supervision must be well documented to ensure full compliance with AmeriCorps regulations.

Regarding staff background checks, we are applying for a Professional Corps fixed amount grant and

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as such checks are not required for staff per CNCS' Frequently Asked Questions National Service Criminal History Checks (updated April 15, 2010).

The applicant has submitted different state grants with different Cost Per MSY. Please provide a justification for the different cost per MSY for the regions TFA will serve.

- Teach For America's cost per corps member is essentially constant across the country (with a few differences between regions). The main variable in need is the private fundraising opportunity in each region, which causes the variance in cost/MSY between multi-state and single state applications. - Our regions work to raise as close to 100% of their regional costs locally. State AmeriCorps is a valuable funding resource in this context, and some regions do so by requesting a higher cost/MSY. - For example, the proposed cost/MSY in our Alabama, New Mexico, Texas and South Dakota grants are higher than the multi-state grant because these regions are in rural areas with limited funding opportunities. Teach For America's cost per corps member is approximately \$22,000. Therefore in either the multi-state or single-state instance, AmeriCorps funding only covers a portion of the cost associated with supporting our corps members, and regions raise the rest through a combination of public and private grants.

We confirm that the start date for the program is 08/01/2011.

Performance Measures - There is confusion regarding measure ED 18. Please provide clarification on Measure ED 18 and make sure the language is correct and if measure ED 17 (Number of teachers remaining in the education field but not teaching in a school) is the intended measure. Revise the performance measure accordingly. Also the performance measures target numbers may need to be re-calculated to align with the above funding and MSYs recommendations.

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-- We have adjusted our performance measures to delete references to ED18. We are choosing not to opt into ED18.

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

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

Continuation Changes

N/A

Performance Measures

SAA Characteristics

- | | |
|--|---|
| <input type="checkbox"/> AmeriCorps Member Population - None c | <input type="checkbox"/> Geographic Focus - Rural |
| <input checked="" type="checkbox"/> Geographic Focus - Urban | <input type="checkbox"/> Encore Program |

Priority Areas

- | | |
|--|---|
| <input type="checkbox"/> Economic Opportunity | <input type="checkbox"/> Environmental Stewardship |
| <i>Selected for National Measure</i> <input type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <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"/> Veterans and Military Families | <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 200

Service Categories

Other Education

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

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

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

Result: Output

Result.

Teach For America-Oklahoma estimates that 12,000 students will start the year in our corps members' classrooms.

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

Target :Teach For America-Oklahoma estimates that 12,000 students will start the year in our corps members' classrooms.

Target Value: 12000

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

PM Statement: Teach For America-Oklahoma will use an internal tracking system to track the number of students being taught by Teach For America-Oklahoma corps members, estimating that this will be 12,000 students.

Priority Area: Education

Strategy to Achieve Results

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

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

Result: Output

Result.

Teach For America-Oklahoma estimates that 10,800 students will complete the year in our corps members' classrooms.

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

Target :Teach For America-Oklahoma estimates that 10,800 students will complete the year in our corps members' classrooms.

Target Value: 10800

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

PM Statement: Teach For America-Oklahoma will use an internal tracking system to track the number of students who complete the year being taught by Teach For America-Oklahoma corps members, estimating that this will be 10,800 students.

Priority Area: Education

National Performance Measures

Strategy to Achieve Results

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

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

Result: Output

Result.

Teach For America-Oklahoma will place 200 AmeriCorps members as teachers.

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

Target :Teach For America-Oklahoma will place 200 AmeriCorps members as teachers.

Target Value: 200

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

PM Statement: Teach For America-Oklahoma will use an internal tracking system to track the placement of 200 AmeriCorps members as teachers.

Priority Area: Education

Strategy to Achieve Results

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

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

Result: Output

Result.

Teach For America-Oklahoma estimates that 190 AmeriCorps members complete their service as teachers.

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

Target :Teach For America-Oklahoma estimates that 190 AmeriCorps members complete their service as teachers.

Target Value: 190

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

PM Statement: Teach For America-Oklahoma will use an internal tracking system to track the number of corps members who complete their year of service as teachers, estimating that 190 will do so.

Priority Area: Education

Strategy to Achieve Results

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

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

Result: Output

National Performance Measures

Result.

Teach For America-Oklahoma will place 200 AmeriCorps members as teachers in high-need public schools.

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

Target :Teach For America-Oklahoma will place 200 AmeriCorps members as teachers in high-need public schools.

Target Value: 200

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

PM Statement: Teach For America-Oklahoma will use an internal tracking system to track the placement of 200 AmeriCorps members as teachers in high-need public schools

Priority Area: Education

Strategy to Achieve Results

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

Teach For America-Oklahoma uses an internal system to track the academic achievement that is made by the students taught by our corps members.

Result: Intermediate Outcome

Result.

Teach For America-Oklahoma estimates that 10,080 students will make improved academic achievements of at least one year's worth of growth in one academic year or grade-level sufficient mastery of content standards.

Indicator: ED15: Students with improved academic performance.

Target :10,080 students will make improved academic achievements of at least one year's worth of growth in one academic year or grade-level sufficient mastery of content standards.

Target Value: 10080

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

PM Statement: Teach For America-Oklahoma will use an internal tracking system to determine students that will make either at least one year's worth of growth or grade-level sufficient mastery of content standards, with 10,080 students.

Priority Area: Education

Strategy to Achieve Results

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

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

Result: Intermediate Outcome

Result.

Teach For America-Oklahoma estimates that 18 former AmeriCorps members will remain teaching in the year after

National Performance Measures

Result.

term of service.

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

Target :Teach For America-Oklahoma estimates that 18 former AmeriCorps members w ill remain teaching in the year after term of service.

Target Value: 18

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

PM Statement: Teach For America-Oklahoma w ill use an internal tracking system to track the number of alumni (former AmeriCorps members) w ho continue teaching in public schools in the year after their term of service, an estimated 18 members.

Priority Area: Education

Strategy to Achieve Results

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

Teach For America-Oklahoma uses an internal tracking system to track the number of alumni (former AmeriCorps members) w ho continue remain in the education field after their term of service.

Result: Intermediate Outcome

Result.

Teach For America-Oklahoma estimates that 18 former AmeriCorps members w ill remain in the education field after their term of service.

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

Target :Teach For America-Oklahoma estimates that 18 former AmeriCorps members w ill remain in the education field after their term of service.

Target Value: 18

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

PM Statement: Teach For America-Oklahoma w ill use an internal tracking system to track the number of alumni (former AmeriCorps members) w ho remaining in the education field in the year after their term of service, an estimated 18 members.

Required Documents

Document Name

Status

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable