

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE <small>Modified Standard Form 424 (Rev.02/07 to conform to the Corporation's eGrants System)</small>		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction														
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE: 21-JAN-11	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11AC123008	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHLA0010006														
5. APPLICATION INFORMATION																
LEGAL NAME: Teach For America DUNS NUMBER: 621404383 ADDRESS (give street address, city, state, zip code and county): 315 West 36th Street 7th Floor New York NY 10018 - 6404 County: New York	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Kate Kavouras TELEPHONE NUMBER: (202) 552-2400 248 FAX NUMBER: (202) 371-9272 INTERNET E-MAIL ADDRESS: kate.kavouras@teachforamerica.org															
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 133541913	7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Local Education Agency National Non-Profit (Multi-State)															
8. TYPE OF APPLICATION (Check appropriate box). <input checked="" type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):	9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006 10b. TITLE: AmeriCorps State	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Teach For America-Louisiana 11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Parishes of Orleans, St. John, St. Bernard, Jefferson, Plaquemines, St. James, East Carroll, Madison, East Baton Rouge, East Feliciana, Pointe Coupee, St. Helen	13. PROPOSED PROJECT: START DATE: 08/01/11 END DATE: 07/30/14 14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="NY 008"/> b.Program <input type="text"/>															
15. ESTIMATED FUNDING: Year #: <input type="text" value="1"/>	16. IS A APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 105,000.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 94,457.00</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;">\$ 199,457.00</td> </tr> </table>	a. FEDERAL	\$ 105,000.00	b. APPLICANT	\$ 94,457.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 199,457.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
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18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAAPPLICATION 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: Noah Levy	b. TITLE:	c. TELEPHONE NUMBER: (225) 381-8163														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 04/28/11														

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Executive Summary

Since 1990, Teach For America-Louisiana has placed over 2,500 corps members in Louisiana; 624 are currently teaching for the 2010-2011 school year. Our corps is comprised of outstanding college graduates who commit two years to teach in low-income public schools and in doing so develop the understanding and skills to become life-long leaders in the effort to expand education opportunity for students in Louisiana.

Rationale and Approach

Teach For America-Louisiana works to close the vast achievement gap that persists between students in low- and higher-income communities in Louisiana. National 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 four, leading to low literacy (Hart, Betty and Risley, Todd. "Meaningful Differences in the Everyday Experience of Young American Children." 1995).
- By fourth grade, children in low-income communities are, on average, three 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).

The impact of the achievement gap over time is significant:

- Approximately 50% of students in low-income communities will not graduate from high school by the time they are 18 years old. Those that do graduate, on average perform at the academic level of eighth graders in higher income communities. (Editorial Projects in Education; Education Week, "Diploma Counts," 2009)
- Only 1 in 10 will graduate from college (Moretnson, Tom. "Family Income and Higher Education

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Opportunity," Postsecondary Education Opportunity, 2005).

- 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).

This situation is particularly dire in Louisiana where 23.9% of children ages 5 to 17 live in poverty; the highest in the country and nearly 1.4 times the national average of 17.4% (National Center on Education Statistics). Because national statistics show African-American and Latino 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). In Louisiana, 52% of public elementary schools and 27% of secondary education schools are classified as high poverty (National Center on Education Statistics, "The Condition of Education" 2010). Nearly 1 in 10 Louisiana public school students are performing below grade level (Louisiana Department of Education, "The Urgency of Now", 2010).

We believe the achievement gap is caused by factors that form a vicious cycle. First, while children in low-income communities have the same potential as their high-income peers, they face many extra challenges all caused by a lack of resources. For example a lack of access to high-quality pre-school programs, adequate healthcare and adequate housing. Second, schools and districts these students attend often don't have sufficient capacity to help students overcome the extra challenges they face. Third, we are hampered by societal beliefs that schools cannot make a significant difference in the face of socioeconomic disparities and the prevailing ideology of our country has led us to focus on the challenges themselves rather than the necessary policies and investments to improve access to resources.

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TFA-Louisiana chooses to address this cycle because we believe that the educational inequity that persists along socioeconomic and racial lines is our nation's greatest injustice and a critical problem to solve. In response, TFA-Louisiana works in collaboration with the Louisiana Practitioner Teacher Program and the Louisiana Department of Education to train and place AmeriCorps corps members (same as "corps members") as teachers in our state's at-risk schools. In Louisiana, all public schools and districts are ranked by a School or District Performance Score (SPS or DPS) based largely on student test scores; it is a 200 point scale, with zero to five stars awarded based on the range of points achieved. This score is an indicator for at-risk and high-need schools where the low-income students we serve are most often located. In 2010, 12 of our 14 district partners ranked 2-stars or below. The average of all 14 partner districts is a 79 (one star).

We are also focusing on clustering four or more corps members within individual schools where data shows a positive correlation between clustering corps members and a school's SPS; proving what is possible with excellent teachers and leadership. For example, Jackson Middle School in East Feliciana Parish led by alum Principal Allison El Koubi and a cluster of corps members (7 in 2008/10 in 2009) helped the school achieve 18.5 and 17.3 points of growth in 2008 and 2009 respectively. This growth is more than three times the state average SPS growth and has elevated the school from its academically unacceptable rating just two years ago to an SPS of 87.6 (two stars). The results of such clustering show what is possible when a group of teachers and administrators hold high expectations for their students and work together to achieve them.

Additionally, in response to a request by the Louisiana DOE, we opened a satellite office in the Louisiana Delta region in the summer of 2010 to serve East Carroll and Madison parishes. This area of

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the state is one of the most impoverished and under-resourced, where close to 30% of the population does not graduate from high school and nearly 45% of children live in poverty. Currently, 15 corps members serve in this region in 6 schools and impact over 850 students.

Solution:

Research consistently demonstrates that high-quality teaching is the most important factor in student 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 a lack of capacity in the 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.

As a professional corps program, TFA-Louisiana addresses the problem of educational inequity by recruiting and placing qualified participants as teachers in low-income or under-served communities. We do this in two ways. First, our AmeriCorps corps members teach in high-need subject areas and low-income or low-performing schools where the need is greatest. Second, TFA provides low-income schools with candidates commensurate to those teaching in the world's top performing school systems.

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. This is a critical disparity. In the U.S. only

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23% come from the top third. When high poverty schools are isolated, that number plummets to 14%. McKinsey coined the term "top third+" to refer to those students that are in the 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 all 2010 TFA corps members nationwide is 3.6 and SAT scores in the 94th percentile; our extensive interview process screens all applicants for these "plus" characteristics. AmeriCorps is crucial to our recruitment efforts as it allows us to bring in top graduates from all communities. 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.

Our AmeriCorps corps members address the achievement gap in three key ways:

(1) Corps members commit to teaching two years in low-income schools throughout Louisiana. A member's typical day includes teaching a full class schedule, lesson planning, participating in professional development, and often leading extracurricular activities.

(2) 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 an entirely solvable problem. Corps members influence the prevailing ideology by demonstrating that children in low-income communities can achieve at high levels.

(3) Nearly 600 alumni in Louisiana work to minimize the extra challenges facing children growing up in low-income communities; 21 alumni serve as school leaders and principals, and more than 10 hold high-level jobs in local school districts or the state Department of Education.

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TFA-Louisiana is requesting 615 fulltime education award slots. Fulltime enrollment in AmeriCorps accurately reflects our members' service as fulltime teachers.

Regarding AmeriCorps' non-duplication, non-displacement, and non-supplementation requirements, TFA is a professional corps. Our corps members are full-time teachers salaried by their districts and thus become part of the regular teaching force rather than displacing teachers. Districts hire and engage TFA members under the umbrella of local work rules.

AmeriCorps Member Selection, Training, and Supervision

SELECTING

TFA conducts internal studies based on research to identify the characteristics that differentiate our top-performing corps members. This results in a selection model that screens for applicants who have the greatest likelihood of success. Our corps members show perseverance, strong critical thinking skills, an ability to influence and motivate others, and hold high expectations for children and families in low-income communities.

Our 2010 AmeriCorps corps members represent some of our nation's most promising future leaders recruited for these characteristics. This is the direct result of our national recruitment effort at more than 400 colleges and universities that is designed to compete with top employers for the best young talent in the country. This national effort is crucial to supplying the individual TFA regions with corps members. By highlighting the existence of the achievement gap and its solvability directly with potential candidates through this recruitment campaign, we are able to recruit many individuals who might not otherwise have applied to become AmeriCorps corps members.

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We also place emphasis on recruiting people of color because we recognize the importance of providing children with role models who have similar backgrounds. In Louisiana, roughly 85% of the students we reach this year receive free or reduced-price lunch and more than 90% are African American. These statistics hold true at the national level as well and as a result we recruit heavily at historically black colleges and universities, and work aggressively on our target campuses to recruit top students of color. To highlight the effectiveness of this campaign, approximately 25% of African-American and 20% of Latino seniors at Ivy League schools applied to the national movement last year. This year 32% of our corps nationwide is people of color and 28% received Pell Grants.

Through mass marketing and this intensive, targeted recruitment effort, more than 46,000 people applied to join the national movement for 2010. Of these applicants, over 4,300 selected Louisiana as their top-preferred location to teach. These applicants also include a significant percent of the graduating seniors from Tulane (8.5%), Southern University (5%) and Louisiana State University (2%).

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: (1)Setting an

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ambitious vision, (2) Investing students and families in that vision, (3) Planning purposefully, (4) Executing plans effectively, (5) Working relentlessly to achieve their vision, (6) Continuously reflecting and improving. Each of these strategies corresponds to a series of 28 teacher actions. 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 (Early June) -- Members spend a week in Louisiana learning about the communities in which they will serve and the level of diversity they will encounter.

INSTITUTE (spans Mid-June to Mid-July) -- Corps members attend a rigorous five-week residential summer training institute where they receive project specific training to prepare them for teaching in a low-income classroom. (During Institute, corps members also begin interviewing for teaching positions and start the hiring process.) There are two main components of the institute: summer school teaching and curriculum sessions.

Members teach as part of a two- to four-person collaborative that is supervised and mentored by both a veteran teacher and TFA staff member. Corps members receive daily feedback about their teaching. They also observe one another and videos of themselves teaching, allowing corps members to see which teaching methods are most effective and to daily improve.

Corps members attend daily curriculum sessions where they gain the foundational knowledge needed to become highly effective beginning teachers. We have created our 6-textbook curriculum based on years of research and input from education experts: Teaching As Leadership, Elementary/Secondary Literacy, Learning Theory, Instructional Planning and Delivery, Classroom Management & Culture,

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and Diversity, Community & Achievement.

ORIENTATION (Late July) -- After Institute, corps members return to Louisiana to create their first unit plans and assessments to prepare to move their students forward. They also begin additional training that may be required by their specific schools and districts.

ONGOING SUPPORT -- Building on the foundation received during the summer training, there are four main components to our ongoing professional development model.

(1) Members are paired with a Program Director (PD) who conducts observations of the member's class and provides corps members with feedback and support. All corps members work with their PD through at least three rounds of observation cycles. Each cycle includes at least one classroom observation, reflection on corps member progress and gathering data on student achievement. Round 1 (October), Round II (December), Round III (March/April). At the end of the school year, all corps members and their PDs reflect on the results from the year, determine what level of gains was reached, and use data to develop plans for the future.

(2) Members have access to TFAnet -- our website of resources designed to help members create data-driven, student achievement- focused classrooms. TFAnet centrally houses a myriad of resources for our corps members to use throughout their corps experience and beyond as alumni. A small sample of resources available on TFAnet: a Resource Exchange for corps members to share classroom resources and ideas, access to online trainings, an interactive version of our Teaching As Leadership best practices, a Solutions Center offering materials and insights to address the most common teacher needs.

(3) Members meet regularly in content- and/or grade-level-specific learning teams to discuss ongoing challenges, share best practices, and work together on professional development, including how to

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resolve challenges and conflicts in and out of the classroom. Four meetings a year are also held for all first- and second-year corps members. These are day-long professional development trainings which are both proactive and reactive, and also cover the seven required training topics: project specific training, CPR & First Aid, Diversity Appreciation, Citizenship, Disability Awareness & Sensitivity, Conflict Resolution and Life after AmeriCorps.

(4) Members participate in a certification program through the Louisiana Practitioner Teacher Program to ensure they meet state certification requirements during their two-year commitment. This certification is a state requirement for all teachers to remain in the classroom beyond two years. We want to ensure every opportunity for corps members to impact education beyond their two-year commitment, and having full state certification gives them the option to remain in the classroom.

LIFELONG SERVICE

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 and nearly 99% of our alumni still work to impact education in other areas like volunteer service and donations to education organizations like TFA.

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 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 to foster a sense of responsibility to address these issues.

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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 alumni magazine. In 2011, a national alumni summit in Washington D.C. is being held in recognition of our 20th anniversary and will be attended by thousands of our alumni from across the country, bringing them together with other education and social reform leaders. 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. In Louisiana, over 300 of our nearly 600 alumni work as a classroom teacher or mid-level school leader, 21 are school leaders and over 10 hold high-level jobs in local school districts or the state Department of Education.

SUPERVISING:

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 our 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); PDs are corps members' first point of contact with TFA. They perform regular observations of member classrooms. Throughout the year, PDs meet with corps member to review student data with a focus on progress-to-date as demonstrated by benchmark assessments, 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

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corps members analyze student growth based on final assessments.

PDs go through a multi-step application procedure that includes an initial application, the completion of a comprehensive applicant activity and a final in-person interview with senior staff. Additionally, nearly all PDs were highly successful TFA corps members themselves and coached other teachers during their tenure.

Our PD training and support is focused on their ability to effectively identify and communicate the opportunity/problem and help corps members reflect on their own practice and strategies to develop strong solutions. Each PD is responsible for the development of 30-40 corps members. PDs determine how to engage with each of these individual teachers based on the teacher's needs, their development trajectory, and their students' achievement. Managing Directors of Program work with individual PDs to think through these decisions, provide training and coaching on the skills necessary to support teachers, and help problem solve when challenges in a specific classroom arise. Further, our national teacher support and development team provides extensive initial and ongoing training to PDs to ensure that they build the skills and necessary resources to execute and drive highly effective corps member reflection and development.

Outcome: Performance Measure

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

IMMEDIATE IMPACT

In the short-term our corps members must close the gap for their students and they must prove their

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efficacy through measurable results. Louisiana uses student achievement data to rate the teacher preparation programs based on the effectiveness of their teachers. A report by the state in 2009 found that TFA-Louisiana corps members were outperforming other new teachers and were as effective as veteran teachers across the state in math, science, reading, and language arts (Teach For America Teachers' Contribution to Student Achievement in Louisiana in Grades 4-9: 2004-2005 to 2006-2007. George H. Noell and Kristin A. Gansle; 2009). The report also analyzed the performance of teachers with the same level of experience and found that even in their first year, corps members were more effective than other first-year teachers. Most recently, a report by the Tennessee State Board of Education measured the effectiveness of 41 of the state's teacher-preparation programs, including TFA-Tennessee, and produced findings consistent with the Louisiana study (2010 Report Card on the Effectiveness of Teacher Training Programs, Tennessee State Board of Education, Tennessee Higher Education Commission). Previous studies by Mathematica Policy Research (2004) and the Urban Institute (2009) support these findings ("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).

LONG-TERM IMPACT:

Our aim is to catalyze system-wide change in Louisiana by providing a leadership force at every level that will change the reality for students in our state. Our nearly 600 alumni in Louisiana are a powerful force for change by providing key leadership in education and non-profit organizations, and a critical workforce that builds ongoing capacity. Twenty-one of these alumni serve as school leaders and principals, and over ten hold high-level jobs in local school districts or the state Department of Education.

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MEASURING RESULTS

TFA-Louisiana 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-Louisiana will use internal tracking systems, which include surveys, grade books/trackers, and PD meeting notes, to address the above performance measures. Our performance measure targets are determined based on our previous experience in Louisiana schools and trends within our larger national corps.

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

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Our corps members are expected to progress their students at least a year or more of academic growth per school 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.

Volunteer Generation

TFA uses several methods to recruit volunteers to expand the impact of our program, including:

-We strongly encourage corps members to recruit community members to volunteer in their classrooms to meet classroom and student needs. This can include reading aloud to students, assisting in completing class projects, and tutoring. This volunteer effort is generated by our corps members who identify classroom and student needs and recruit volunteers. Last year our corps members recruited approximately 1,241 volunteers to assist in their classrooms or in school related service projects.

-One example of a major volunteer successes was the result of a corps member-led effort to bring the NBC television show School Pride to Lanier Charter Elementary School in Baton Rouge to physically makeover the school. Lanier was selected because of the large presence of TFA corps members at the school and the academic growth that was achieved as a result of committed educators.

-TFA-Louisiana also involves volunteers during its annual Teach For America Week. These volunteers bring real-world lessons into schools and encourage students to set high goals for themselves. Just this past year, TFA-Louisiana welcomed high-profile local community members like Kim Rollins -- Vice President of State Farm, Kerry David -- The Shaw Group Chief Compliance Officer, Jeffrey Marx --

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Pulitzer Prize-winning journalist and New York Times bestselling author of "The Season of Life", and Matthew Saurage -- Community Coffee Company President.

-TFA-Louisiana's advisory boards are a diverse volunteer body of community leaders and are responsible for advising the organization's development, program implementation and visibility initiatives. We engage them in various ways as volunteers including as hosts of community dinners in support of our corps members and classroom-visits, to name a few.

-We engage with our nearly 1,000 alumni in Louisiana and encourage them in taking greater responsibility for the organization's well-being. This year, about 70% 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 corps members to volunteer personally. Through our weekly corps newsletter we provide volunteer opportunities within the community ranging from tutoring services, club and sport moderators, and community clean-up activities. Some examples include volunteering with City Year for their annual Martin Luther King Day of Service and the Louisiana Service Commission's Global Youth Service Day, to name a few.

Partnerships and Collaboration

TFA-Louisiana's impact on closing the achievement gap is dependent upon our ability to form partnerships with local school districts, charter networks, certifying bodies, and our advisory board, in addition to building a large and growing 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 by

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conducting meetings with principals and the superintendent to ensure that they are satisfied with our teachers' performance. Currently, we place in 160 high-need schools (including 55 charter schools) across 13 public school districts and the Recovery School District.

CERTIFYING BODIES: Once placed, our corps members work with the Louisiana Practitioner Teacher Program to earn the teaching certification they need to be classified as "highly qualified" under No Child Left Behind unless they already have certification.

ADVISORY BOARDS: We have built active volunteer advisory boards of outstanding leaders from Louisiana's philanthropic, business, and education communities that are currently 34 members strong. This group plays a critical role in helping us focus the interest and resources of public and private leaders on the challenges faced by teachers and students.

SUPPORTERS:

TFA-Louisiana has a wide range of supporters, including the Louisiana Department of Education, who most recently collaborated with TFA-Louisiana to expand our program to the Louisiana Delta parishes of East Carroll and Madison.

Some of our most significant supporters and champions are our donors, ranging from large foundations (The Louis Calder Foundation, Irene W. and C.B. Pennington Foundation, Patrick F. Taylor Foundation) and major corporations (Entergy, ExxonMobil, NRG Energy, Amedisys, Albemarle, The Dow Chemical Company). We also receive donations from hundreds of individuals that totaled over \$2.3 million in 2010 and represented local community members, our own alumni and staff.

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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 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."

With support, TFA seeks to meet the needs of our communities through the capacity-building and knowledge-sharing efforts of our corps members and alumni. Many corps members assume leadership roles within their schools, often sharing with their peers and school community the training and resources they received from TFA.

Multi-site Programs Only

TFA-Louisiana has partnered with the school districts of Orleans, St. John, St. Bernard, Jefferson, Plaquemines, St. James, East Carroll, Madison, East Baton Rouge, East Feliciana, Pointe Coupee, St. Helena, the City of Baker, the Recovery School District (While the RSD is statewide, we currently place corps members in RSD schools within the above listed districts) and numerous charter schools within those districts 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

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Louisiana in advance of placing members. We enter into contracts with interested districts; as part of this process, we receive \$1,000 - \$3,000 from each school district per teacher we place in their schools. Corps members interview at the school site and compete for open positions along with other teachers. We work 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.

Enrollment:

TFA-Louisiana's enrollment rate for 2009-2010 was 99%. Due to the timing of AmeriCorps application deadlines as compared to our admissions cycle, we are not certain of our final corps size at the time of application. Due to the nature of our professional corps, with centralized admissions and intensive training required prior to service, we are unable to fill additional slots after awards have been announced. Therefore, our request for MSYs is always based on our best estimate of the number of slots we will need.

Retention:

TFA-Louisiana's retention rate for 2009-10 first-year corps members was 90%; a rate markedly higher than the estimated average retention for first-year teachers in low-income communities in general (82 percent) and the overall average for all first-year teachers regardless of school setting (86 percent) ("No Dream Denied: A Pledge to America's Children" (2003) National Commission on Teaching and America's Future. Washington, D.C.).

Although TFA's retention rate is higher than the national average, we annually review our supports and trainings to make sure we are improving the retention of our AmeriCorps members. At the

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national level we work vigorously to improve our selection process to make sure we are selecting members who will relentlessly pursue our mission in the face of steep odds. Locally we utilize "support dinners" to connect our new corps members with the existing corps as well as members of the community who support our mission. These dinners generate internal support within the corps and shows them our community highly values their work. We also ensure that TFA Program Directors concentrate support on first-year teachers who are the most likely to not be retained. For members thinking about not returning during particularly challenging transition points like holidays and over the summer, we have special communications in place through one-on-one meetings and additional support from Program Directors to help retain them in the corps.

Organizational Capability

Organizational Background

The primary contact for this grant will be Noah Levy, Development Director, and the secondary contact will be Michael Tipton, Executive Director.

In 1989, Wendy Kopp proposed Teach For America's creation in her Princeton University undergraduate thesis. She was convinced that many in her generation were searching for a way to assume a significant responsibility that would make a real difference in the world and that top college students would choose teaching over more lucrative opportunities if recruited effectively to join a prominent teacher corps.

As a 21-year-old, Kopp raised \$2.5 million of start-up funding, hired a skeleton staff, and launched a grassroots recruitment campaign. During Teach For America's first year in 1990, 500 men and women began teaching in six low-income communities across the country including TFA-Louisiana. Nationally, we have become one of the nation's largest providers of teachers for low-income

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communities, and we are a recognized pipeline for leadership committed to educational equity and excellence.

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 Louisiana in a number of different areas, including finance and grants management. A number of well-qualified specialists are available to meet and guide regional staff on AmeriCorps compliance, budget creation, and general grant management. 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 track funding streams and expenses by department and program element. This centralization allows national staff to provide assistance to TFA-Louisiana with federal budget requirements, and ensure compliance with programmatic elements. Currently, 11 of TFA's 39 regions receive state AmeriCorps funding.

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-Louisiana to place, train, and support corps members so that they are prepared to make academic gains with their students. Currently, the TFA-Louisiana FY11 budget is \$13,090,743 with AmeriCorps providing 7% of those funds. Since TFA-Louisiana is requesting \$1,499/MYS, we depend on other funding sources to raise the additional funds needed to support our corps members.

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Both the Greater New Orleans (GNO) and South Louisiana (SLA) regions within TFA-Louisiana have shown substantial growth in both corps size and funding since 2007. TFA-GNO has more than quadrupled fundraising from \$2 million in FY2007 to \$9.3 million in FY2010 in order to grow from placing on average 80 corps members per year to a total corps size of 500. This growth was spurred by large 3-year investments from national foundations such as the Bill and Melinda Gates Foundation and the Walton Foundation. TFA-SLA has more than tripled fundraising from \$750,000 in FY2007 to \$2.3 million in FY2010 and has increased total corps size from less than 80 to 188 today. Nearly half of this funding was derived from multi-year sustaining donors like the Wurtele Foundation, Turner Industries, and NRG Energy who continue to be significant donors to TFA-SLA. In order to create a sustainable funding base, we must increase the number of individuals giving significant contributions (\$5,000 or more) through our Sponsor A Teacher Program. This past year, we raised over \$2 million through the program with over 80 individuals giving significant contributions.

TFA-Louisiana 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 going forward and expanding across Louisiana where both funding and placement opportunities exist.

TFA-Louisiana has been a state AmeriCorps program since 2000. We are excited about continuing our partnership, as such funding is key to growing our impact in Louisiana.

A state AmeriCorps grant provides crucial assistance in supporting our growing corps and fueling future growth of our program in Louisiana. Specifically, by partnering with the Louisiana Serve Commission, we will be able to:

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- Work with the commission's network of supporters to strengthen our ties with the larger Louisiana community
- 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.

By partnering together, we can accelerate the broader education progress in our region and demonstrate what is truly possible for students in low-income communities.

The TFA-Louisiana region is composed of 48 full-time staff working within 5 functional teams -- Program, Development, Community and Partner Relations, Alumni Affairs, and Strategy and Operations. Each functional team leader sits on a regional leadership team that monitors progress across all our work and ensures we move forward on strategic initiatives that advance our work toward our 2015 vision.

TFA-Louisiana utilizes all-volunteer regional boards (currently 34 members) for advisory and development purposes. Garnering the resources of a diverse group of individuals, from international and local business leaders to education reformers who are alumni, we seek advice from our board to make strategic decisions to help steer us to a sustainable future.

Staffing

TFA-South Louisiana and Greater New Orleans are each led by an Executive Director, who in turn manages Managing Directors of Program. The Managing Directors of Program oversee teams of Program Directors (PDs). Each PD is assigned to approximately 30 to 40 corps members; our PDs

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help corps members maximize their impact on student achievement, increase their satisfaction and effectiveness both in their classrooms and with the organization, and build school officials' understanding of and support for our program through school visits and other strategies. In addition, the program team implements a regionally differentiated system of support. Teach For America-South Louisiana and Greater New Orleans are also supported by administrative and development teams. Brief summaries of key staff positions on this grant can be found below:

Kira Orange Jones, Executive Director, Greater New Orleans, and Michael Tipton, Executive Director, South Louisiana, are responsible for maximizing the organization's impact in the region by working to establish TFA's presence in the community, ensuring effectiveness of corps members, building a broad and sustainable base of financial support, and raising community awareness.

Emily Waterfield, Managing Director of Program, Greater New Orleans, Ryan Bennett, Managing Director of Program, Greater New Orleans, and Ella Foshay-Rothfeld, Managing Director of Program, South Louisiana are the program leaders in the region; they ensure that the region achieves its vision for student achievement and corps member effectiveness. The Managing Directors of Program manage and develop the regional program team to ensure that our corps members and their students achieve ambitious academic goals. The Director of Professional Development works directly with the corps members to support growth in their professional development.

The budget also includes regional operational staff who provide additional administrative support to TFA-Louisiana. The Coordinators, Team Operations manage the daily operations of office functions which support the program team. The Assistants to the Executive Directors support the Executive Directors and site staff and assist with daily office functions. The Managing Director of Strategy &

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Regional Team Operations and Managing Director of Talent & District Partnerships oversee the placement of corps members and provide support for the ongoing work and training of corps members. The Coordinator, Program supports the program staff and the corps members.

TFA's national staff provides support to Louisiana 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 Louisiana reaches out to the technology team via email and telephone and have the capacity to interface with our personal computers in Louisiana. As part of standard new staff training, TFA-Louisiana personnel are trained on all software and programs that enable and improve work function.

Cost Effectiveness and Budget Adequacy

Cost Effectiveness

TFA is recognized by outside groups for its efficiency. Charity Navigator, a non-profit watchdog group, currently rates TFA a "4-star" organization; its highest rating. In 2009 Worth Magazine named TFA one of the ten most cost effective charities in the country.

The AmeriCorps grant will cover a percentage of the costs that enable Teach For America - Louisiana

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to train and support corps members so that they are prepared to make academic gains with their students and engage community members in their classrooms. We are requesting 615 full time member slots at \$1,499/MSY. Our overall budget for fiscal year 2011 is currently \$13,090,743. Therefore, we depend on multiple funding sources to raise the funds needed to support our 615 corps members. 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: in Greater New Orleans we are funded 51% by local and national foundations, 20% by individuals, 9% by corporations, and 20% by public funding. In South Louisiana we are funded 12% by foundations, 21% by individuals, 17% by public funding, 23% by school districts, 1% by events, and 26% by corporations.

Our funding sources are diverse and include a myriad of foundations, corporations and individuals. Examples of our most recent and ongoing support provided by the Huey and Angelina Wilson Foundation (\$50,000), The Wurtele Foundation (\$200,000), The Louis Calder Foundation (\$200,000), Patrick F. Taylor Foundation (\$100,000), J.Y. Sanders Foundation (\$25,000), The Booth-Bricker Fund (\$300,000), The Broad Foundation (\$1.2M), The Walton Family Foundation (\$1.75M), ExxonMobil Foundation (\$100,000), NRG Energy (\$75,000), Entergy Corporation (\$355,000), The Helsington Foundation (\$150,000), The Goldring Family Foundation (\$200,000) and many others. The total funding we received from individual donations this past year exceeded \$2.3M, corporations contributed over \$1.3M, and foundations granted over \$5.1M. Our school district partnerships provided over \$1.3M in hiring fees for our placed corps members, and the Louisiana Department of Education supported TFA-Louisiana with over \$900,000.

Budget Adequacy

Our corps members are charged with the ambitious task of significantly improving the academic

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performance of students who traditionally enter the classroom two to three 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. The costs on our AmeriCorps budget 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.* Additionally, TFA corps members are more likely than other new teachers to return for a second year of teaching. In Louisiana, 90% 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.** The costs on our budget provide the backbone of our program design and a crucial component of realizing our desired outputs and outcomes.

By 2015 our vision is that between 700 and 800 (depending on state, district and community needs) corps members will be serving up to 50,000 of Louisiana's highest need students and will be serving in communities in south, southwest and northeast Louisiana. These corps members will do what our corps members have always done -- work aggressively to provide their students with incredible opportunities to learn and grow. In doing so they will immediately impact students' lives in incredibly positive ways and at the same time deepen their own understanding of what it will take to improve education in Louisiana. With this expanded corps size, our vision by 2015 includes more than 1,000 TFA alumni who call Louisiana home -- providing an unparalleled base of leadership for our state. The only barrier to making this possible and reaching the intermediate goals toward this vision is our ability to raise the funding to bring these corps members to Louisiana. The financial support and education awards provided by AmeriCorps and our match partners is a huge support and an absolutely necessary partner to enable us to bring in these talented leaders. With so much competition for TFA corps members to come to other states, we are proud of this ambitious vision to keep

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Louisiana as the largest per capita presence of TFA corps members in our country.

* "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)

http://www.urban.org/UploadedPDF/411642_Teach_America.pdf

- Teach For America Teachers' Contribution to Student Achievement in Louisiana in Grades 4-9: 2004-2005 to 2006-2007. George H. Noell and Kristin A. Gansle (2009)

http://www.regents.la.gov/Academic/TE/2009/Assessment_of_TFA_120309.pdf

** "No Dream Denied: A Pledge to America's Children" (2003) National Commission on Teaching and America's Future. Washington, D.C

Evaluation Summary or Plan

In order to ensure that TFA is meeting our communities' needs, we will evaluate our program through an external, independent survey of principals at the schools in which we place our members. For our previous grant cycle, TFA employed Policy Studies Associates to conduct this survey.

The most recent survey was completed in July 2009. Louisiana principals express a very high level of satisfaction with TFA corps members. Principal satisfaction rates in Louisiana during the 2009 survey were impressively high with 95% of principals reporting our teachers were as effective, if not more effective, than other first year teachers, and 81% would hire a TFA teacher to fill a vacancy in their school.

Amendment Justification

N/A

Clarification Summary

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2011-2012 Budget Clarification Items:

Section I. G. Member Training - Calculations for all member training items are as follows:

-SLA: Induction Lodging (4-day training for 1st year CMs executed after summer institute training):

10 CMs x \$50/CM/day x 4 days

-SLA: Induction Food (4-day training for 1st year CMs executed after summer institute training): 10

CMs @ \$23/CM/day x 4 days

-SLA: Professional Development: \$196/session x 75 sessions x 7.4%

-GNO: Professional Development: \$439/session x 51 sessions x 5.7%

-GNO: Orientation Lodging (4-day training for 1st years executed after summer Institute training):

26 CMs x \$75/CM

-GNO: Orientation Food (4-day training for 1st years executed before summer Institute training): 26

CMs x \$16.50/CM x 4 days

Section I. G. Staff Training - Due to the reduction in consideration amount, these items have been removed

Section I. I. - Criminal history checks

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 Louisiana sites were included in this ASP request. We are awaiting a response from CNCS on our ASP for 2011. Given our admissions cycle we

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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.

Section I. I. Other Operating Costs - all costs listed are charged to the grant according to their actual percentage of usage. The varying percentages depend on the item and regional office in question.

1. The program has a current recruitment rate of 87% for its 2010 awarded slots. Please provide information on how the program intends to reach a full fill for the current program year.

- Teach For America-Louisiana's 87% fill rate in 2010 is an example of a larger problem in our efforts to secure enough education awards for our growing corps. TFA-Louisiana has been a state AmeriCorps program for the past decade. Commission support has been crucial to expanding our impact throughout the state; currently, more than 600 corps members are impacting the lives of almost 40,000 students throughout the state. However, due to tremendous corps growth over the past few years, the Louisiana Serve commission made the decision to move our application to the state competitive pool, so that we could continue to receive support. TFA-Louisiana's application was denied competitive funding in 2010, and the Louisiana Serve commission initially thought they would

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not be able to secure the funding and education awards needed to support our entire corps. In response to this deficit we began enrolling corps members on the national grant. However, thanks to their remarkable efforts and generosity, the Louisiana Serve Commission was able to secure enough education awards to cover our entire corps. As such, we enrolled the remaining corps members on the state grant. As a result of the initial split, we were unable to fully enroll the state grant (and contributed to our inability to fill all slots on the national grant). This is a long-term problem stemming from (1) our yearly corps growth (2) TFA's application and training process that is misaligned with the AmeriCorps grant application process, and (3) uncertainty regarding the fate of large state AmeriCorps grants that are unsuccessful in the competitive pool. Teach For America is in the process of working with CNCS to find a long-term solution to this problem. However, TFA-Louisiana has been extremely successful in placing over 600 corps members in Louisiana throughout the past three years. I encourage CNCS to increase the TFA-Louisiana 2011 grant to reflect the 617 corps members that we enrolled in 2010. Because we actually filled 617 slots, increasing TFA-Louisiana's 2011 grant to reflect this would not be granting an expansion request.

2. Please provide more information regarding the qualifications of the six managers included in the application narrative.

(1) Noah Levy: Noah is a native of Baton Rouge, Louisiana and a graduate of theanship School of Journalism at Louisiana State University. Prior to joining staff, Noah spent 3.5 years managing client relationships with high-net-worth individuals working in management and sales for a Louisiana-based luxury retailer. Noah was also a member of the public relations and development team at a local nonprofit focused on the fight against child abuse.

(2) Michael Tipton: Michael has served as the Executive Director of Teach For America - South Louisiana since 2007 after serving as a 2005 corps member and founding teacher at Mott Hall Bronx

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High School in New York City. As a teacher he co-created a team-taught and thematically based Humanities program that integrated freshman level English and American History content and ultimately led his students to an average increase of 150% in American History proficiency as measured by the New York State Regents exams. Michael also created an after-school Economics program that prepared students for the rigors of the International Baccalaureate program, coordinated the school's Service Learning program of community service and professional development for students, and served as the advisor to the school's Student Council. He graduated summa cum laude from Louisiana State University with dual degrees in Political Science and History and completed his M.S. in Teaching Social Studies at Pace University in New York.

(3) Kira Orange Jones: A Bronx, New York native, Kira began her career in education as a 2000 corps member in South Louisiana and taught fourth grade at Eden Park Elementary in Baton Rouge. In her capacity as the Executive Director of Teach For America-Greater New Orleans, Kira has overseen an unprecedented expansion, managing the program through one of Teach For America's most ambitious growth plans, scaling the region from 100 teachers to 430 teachers in a 3 year time period. Before joining Teach For America as Executive Director of the Greater New Orleans region in 2007, Kira served as Vice President of New Site Development. In this capacity she spearheaded the opening of regions in three new communities. Prior to her tenure on staff with Teach For America, Kira founded and served as Executive Director of Right Quick Productions, a nonprofit media organization in Baton Rouge, Louisiana, dedicated to amplifying community voices through documentary filmmaking and media education. In this capacity, she oversaw the development, production, and distribution of feature films intended for classroom and general audiences. Kira also served for four summers as a school director at Teach For America's Houston and Philadelphia institutes. She holds a B.A. from Wesleyan University with a concentration in filmmaking and an M.Ed. focused in school leadership from Harvard University.

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(4)Emily Waterfield: Emily was a 2005 corps member in Greater New Orleans at Livaudais Middle School in Jefferson

Parish, where she taught special education to students with mild to moderate disabilities. Emily joined staff in the summer of 2008. Emily graduated from the University of Virginia, School of Arts and Sciences with majors in African-American Studies and International Relations.

(5)Ryan Bennett: Ryan was a 2005 corps member in Greater New Orleans at East St. John High where he taught high school math. Ryan developed an after-school tutoring and remediation program for Algebra I and Algebra II students who lacked basic arithmetic and algebra skills. During the 2006-2007 school year, he led all his students who had not yet passed Louisiana's GEE to pass with an above average score (mastery). Ryan joined Teach For America staff in May 2007 where he served as a corps member advisor at the Houston Institute. Immediately following, Ryan began as a program director for secondary math and science in New York City, serving corps members in Brooklyn, Harlem, Washington Heights, and the Lower East Side. Ryan returned to the Greater New Orleans area in July of 2008 where he worked as a regional Managing Director of Program until June 2010. Ryan is a graduate of New York University, Stern School of Business.

(6)Ella Foshay-Rothfeld: Ella graduated from Columbia University with a B.A. in English and Comparative Literature. She taught 4th grade in Marianna, Arkansas as a member of the 2006 Mississippi Delta corps. She co-created an after school program called the Delta Youth Empowerment Project, served as a learning team leader, and created the 4th grade English Language Arts curriculum for her district. After the corps, Ella served as a Corps Member Advisor at the Philadelphia Institute and co-led the upper elementary Institute Learning Team. She worked as a Program Director with Teach For America - Connecticut for the past two years, supporting K-12 district and charter school corps members in all subject areas.

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3. 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 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.

4. Labor Union concurrence

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.

As stated above, the labor concurrence requirement applies to programs that are serving as both

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program applicant and service site. This requirement does not apply to Teach For America-Louisiana because we do not serve as the placement site for AmeriCorps members.

5. 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

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

Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas 615

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-Louisiana uses an internal tracking system to track the number of students each corps member teaches.

Result: Output

Result.

Teach For America estimates that 39,000 students will start the year in our corps members' classrooms.

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

Target :Teach For America estimates that 39,000 students will start the year in our corps members' classrooms.

Target Value: 39000

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

PM Statement: Teach For America will use an internal tracking system to track the number of students being taught by Teach For America corps members, estimating that this will be 39,000 students.

Priority Area: Education

Strategy to Achieve Results

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

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

Result: Output

Result.

Teach For America estimates that 35,100 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 estimates that 35,100 students will complete the year in our corps members' classrooms.

Target Value: 35100

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

PM Statement: Teach For America will use an internal tracking system to track the number of students who complete the year being taught by Teach For America corps members, estimating that this will be 35,100 students.

Priority Area: Education

Strategy to Achieve Results

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

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

Result: Output

Result.

National Performance Measures

Result.

Teach For America will place 615 AmeriCorps members as teachers.

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

Target :Teach For America will place 615 AmeriCorps members as teachers.

Target Value: 615

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

PM Statement: Teach For America will use an internal tracking system to track the placement of 615 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 uses an internal tracking system to track the number of corps members who complete serving as teachers.

Result: Output

Result.

Teach For America estimates that 584 AmeriCorps members complete their service as teachers.

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

Target :Teach For America estimates that 584 AmeriCorps members complete their service as teachers.

Target Value: 584

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

PM Statement: Teach For America will use an internal tracking system to track the number of corps members who complete their year of service as teachers, estimating that 584 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 uses an internal tracking system to track the number of corps members who teach in high-need public schools.

Result: Output

Result.

Teach For America will place 615 AmeriCorps members as teachers in high-need public schools.

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

Target :Teach For America will place 615 AmeriCorps members as teachers in high-need public schools.

Target Value: 615

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

National Performance Measures

Result.

PM Statement: Teach For America will use an internal tracking system to track the placement of 615 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.)

TFA uses an internal system to track the academic achievement that is made by the students taught by TFA corps members.

Result: Intermediate Outcome

Result.

TFA estimates that 26,325 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 :26,325 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: 26325

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

PM Statement: Teach For America 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 26,325 students.

Priority Area: Education

Strategy to Achieve Results

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

Teach For America 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 estimates that 192 former AmeriCorps members will remain teaching in the year after term of service.

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

Target :Teach For America estimates that 192 former AmeriCorps members will remain teaching in the year after term of service.

Target Value: 192

National Performance Measures

Result.

Instruments: Teach For America 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.

PM Statement: Teach For America will use an internal tracking system to track the number of alumni (former AmeriCorps members) who continue teaching in public schools in the year after their term of service, an estimated 192 members.

Priority Area: Education

Strategy to Achieve Results

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

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

Result: Intermediate Outcome

Result.

Teach For America estimates that 192 former AmeriCorps members will remain in the education field after their term of service.

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

Target :Teach For America estimates that 192 former AmeriCorps members will remain in the education field after their term of service.

Target Value: 192

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

PM Statement: Teach For America will use an internal tracking system to track the number of alumni (former AmeriCorps members) who remaining in the education field in the year after their term of service, an estimated 192 members.

Required Documents

Document Name

Status

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable