

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction														
Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)																
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: 11AC123304	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHNM0010001														
5. APPLICATION INFORMATION																
LEGAL NAME: Teach For America DUNS NUMBER: 621404383	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Landon Mascarenaz TELEPHONE NUMBER: (505) 863-2887 1 FAX NUMBER: (505) 863-3794 INTERNET E-MAIL ADDRESS: sean.vanberschot@teachforamerica.org															
ADDRESS (give street address, city, state, zip code and county): 315 West 36th Street 7th Floor New York NY 10018 - 6404 County: New York																
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 type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):	9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006 10b. TITLE: AmeriCorps State	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Teach For America - New Mexico Expansion															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): San Juan County, New Mexico McKinley County, New Mexico Cibola County, New Mexico	11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 08/26/11 END DATE: 07/31/12	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="NY 008"/> b.Program <input type="text" value="NM 003"/>															
15. ESTIMATED FUNDING: Year #: <input type="text" value="3"/>	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 253,326.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 137,098.00</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;">\$ 390,424.00</td> </tr> </table>	a. FEDERAL	\$ 253,326.00	b. APPLICANT	\$ 137,098.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 390,424.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
a. FEDERAL	\$ 253,326.00															
b. APPLICANT	\$ 137,098.00															
c. STATE	\$ 0.00															
d. LOCAL	\$ 0.00															
e. OTHER	\$ 0.00															
f. PROGRAM INCOME	\$ 0.00															
g. TOTAL	\$ 390,424.00															
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.																
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Nate Morrison	b. TITLE:	c. TELEPHONE NUMBER: (505) 863-2887 25107														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 04/29/11														

Narratives

Executive Summary

Since 2001, Teach For America-New Mexico has placed over 400 corps members in New Mexico; 125 are currently teaching for the 2010-2011 school year, directly impacting the lives of more than 7,000 students. Our corps is comprised of outstanding college graduates who commit two years to teach in low-income public schools and become life-long leaders in the effort to expand educational opportunities for students in New Mexico.

Rationale and Approach

a. Community Need

In America today, educational inequity persists along socioeconomic and racial lines; these disparities are greater in our country than in almost any other industrialized nation. By fourth grade, children growing up in low-income communities are on average 2 to 3 grade levels behind in math and reading than children in higher income areas. (National Center of Education Statistics, NAEP, 2003). As these children progress through school, this achievement gap only widens, to the point that a child who grows up in a low-income community is seven times less likely to graduate from college than a child growing up in a more privileged area (Education Trust, 2002).

As measured by the Early Prevention of School Failure test, children entering the Gallup-McKinley County School's (GMCS) kindergarten students are already two and a half to three years behind other New Mexico peers in language and cognition, and only about seven percent of the county's children aged three to five are enrolled in pre-school programs (including non-district programs such as private schools and Head Start). The average per capita income ranges from \$6,976 on the Zuni Reservation to just under \$15,000 for the entire region (U.S. Census Bureau, 2004). More than 90% of the students we reach qualify for free or reduced-price lunch (an indicator of low-income children), and all of the districts we serve are classified as 'high-need' local education agencies by the federal government. By the

Narratives

age of nine, children in low-income communities are already three to four grade levels behind their higher-income peers in reading ability and one to two grade levels behind in math (National Center of Education Statistics, NAEP, 2000). As these children progress through school, this achievement gap only widens, to the point that a child who grows up in a low-income community is seven times less likely to graduate from college than a child growing up in a more privileged area (Education Trust, 2002). Academic Success Education research proves that providing high-quality teachers to the students and communities that need them most is fundamentally important in closing the achievement gap (see e.g., 'Good Teaching Matters,' Education Trust; 'Quality Counts 2003,' Education Week). Research consistently demonstrates that good teaching is the single most important factor in student learning and that if schools can get effective teachers to students who need them, the teachers can impact children's life prospects (see e.g. 'The Real Value of Value Added' Education Trust, 2004, citing multiple studies). One recent study by prominent education theorists concluded that 'having a high quality teacher throughout elementary school can substantially offset or even eliminate the disadvantage of low socio-economic background' (Rivkin, Hanushek and Kain, 'Teachers, Schools and Academic Achievement,' 2002). Despite this evidence, low-income students are less likely to get effective teachers in their classrooms than wealthier students by all measures ('The Real Value of Value Added,' 2004). It is estimated that school districts across the country will hire two million teachers over the next four years; the acute teacher shortage is far worse in high-poverty and high-minority districts (see, e.g., Murphy and DeArmond, 'From the Headlines to the Frontlines: The Teacher Shortage and its Implications for Recruitment Policy,' 2003). Low-income children are also far more likely to have teachers who scored poorly on college and licensure exams and who are teaching out of their field of study (Jerald, 'All Talk, No Action: Putting and End to Out-of-Field Teaching,' Education Trust, 2002).

Our school district partners in New Mexico tell us that they struggle to recruit exceptional teachers who meet the 'highly qualified' standards as set in No Child Left Behind (NCLB). By working directly with

Narratives

our school districts to identify needs on an annual basis, Teach For America places our members, all of whom are considered 'highly qualified' and who have the content area academic backgrounds and training and support needed to excel, in schools where they can fill the highest- need areas and have the greatest impact on student achievement.

Teach For America-New Mexico is poised to have immediate and lasting impact on this issue as our mission, vision and program design are geared towards closing the achievement gap between at-risk students who attend these under-resourced schools and their wealthier peers. In addition, we have a particularly compelling window of opportunity to impact even greater, lasting change in northwestern New Mexico, which includes some of the highest poverty areas of the entire country. For example, in McKinley County, where 70% of corps members teach, is ranked the 4th poorest of over 3,000 counties across the United States (2005-2007 American Community Survey, U.S. Census Bureau).

The public school system in New Mexico has long been among the worst performing in the country. According to the "Quality Counts 2005" study, New Mexico ranked 50th in terms of "Change for Success in Life" indicators, including graduation rates, adult literacy and general proficiency.

Students in our area of the state are from a diverse collection of ethnicities and backgrounds. Over 95% of our students are Native American and the remaining 5% are largely of Latino/Hispanic origin. In all of our schools, the Free and Reduced Lunch percentage (the Federal measure of poverty in schools) the number ranges between 70% to 100%. Among our populations served, Navajo students are the largest group with Zuni being second. We also serve Acoma and Laguna students in our most eastern placement, in the Spanish Land Grant town of Cubero. We cover approximately 12,000 square miles of the state of New Mexico. Our corps members teach across the entire New Mexican side of the Navajo Nation, almost all of Zuni Public Schools and selected schools in the Bureau of Indian Education.

Narratives

Our supporters include current Secretary of Education Veronica Garcia, who said "Teach For America has had an amazing impact on some of New Mexico's most challenged schools, and it has demonstrated and proven its commitment to bringing educational equity to all of our state's children. The Public Education Department is excited to partner with Teach For America as it lifts up even more of our young people by expanding into new schools and districts. I stand strongly behind the talented, motivated teachers that Teach For America has brought to New Mexico's schools."

Current Lieutenant Governor Dianne Denish says, "Teach For America plays a key role in closing New Mexico's achievement gap. The program gets more highly qualified, dedicated teachers into the schools that need them most. Our partnership with Teach For America helps bring every child the opportunity for a quality education, especially in rural, hard-to-recruit areas of New Mexico. I know Teach For America makes a difference for the future of New Mexico and the future of our nation."

Teach For America is building the premier rural education intervention in New Mexico by scaling up its presence through recruiting, selecting, training, placing and providing ongoing support to 55 corps members. At the same time that we grow our corps, we will undertake specific efforts to encourage more alumni from across the nation to contribute to our efforts in New Mexico as teachers and school leaders.

b. Description of Activities and Member Roles

Corps members address the issue of closing the achievement gap through their service as full-time pre-K-12 teachers in our most under-resourced schools. As teachers, our corps members lead students to make above-average academic gains each school year, in order to bring their students up to speed and

Narratives

prepare them for academic success. These gains, which Teach For America-New Mexico defines as "Significant and Solid", are defined as follows: significant gains are class average gains in student growth of 1.5 - 2 grade levels in math or literacy, and 1 grade level in the other subject. For secondary teachers, significant gains is defined as 80% mastery of ambitious content area goals; for special education teachers, one of the above or 80% mastery of ambitious IEP or Individualized Education Program goals. Solid gains are defined as class average gains in student growth of at least 1 grade level in math or literacy, and 1 grade level in the other subject. For secondary teachers, solid gains are defined as 70% mastery of ambitious content area goals; for special education teachers, one of the above or 70% mastery of ambitious IEP goals.

Given the structure of our professional corps and our members' terms of service, we request 130 full-time member slots for our corps members, who serve as pre-K-12 full time teachers.

Our 130 full-time corps members spend their days as professional teachers, who teach, create lesson plans, grade homework, and participate in after school activities as well as in various community events. They are paid full-time salary and benefits from the school districts for their work.

Teach For America is built on the idea that recruiting top recent college graduates, training and developing them to be successful teachers for economically disadvantaged students, and fostering their ongoing leadership as a force for change has transformative short-term and long-term impacts on the achievement gap.

In the short term, following intensive trainings, corps members are placed in under-resourced schools as teachers in subjects for which they have been identified as "highly qualified", based on their experience and degrees. Our corps members are full-time teachers who change the trajectories of their

Narratives

students through extraordinary leadership in the classroom. A typical day for a corps member sees them implementing curriculum and lessons in their capacity as professional teachers; with the added support of Teach For America's training and consistent support that is based on the Teaching As Leadership initiative. They are also constantly focused on ensuring that their students go above and beyond typical expectations for students in one year so that students can overcome the achievement gap.

Teaching As Leadership (TAL) is the essential framework that guides our program at Teach For America. By studying those rare teachers who realize dramatic, life-altering academic achievement for their students, we have designed a comprehensive approach to teacher development that is rooted in increasing student achievement outcomes. Over the last 18 years, we have come to see that teachers who successfully level the playing field for their students within the existing system operate in their classrooms like the most effective leaders would operate in any context. They set an ambitious vision of where their students will be at the end of the year--a vision that many would think to be unreasonable. These teachers invest others (including their students and their students' main supporters) in working extraordinarily hard to reach this vision. They plan and work purposefully to get there and then greet inevitable challenges with resourcefulness and relentlessness. These behaviors are the centerpiece of the TAL initiative, which in turn forms the bedrock of our teacher training, support, and development programs and is woven throughout our summer institute training, as well as into all of our ongoing support and development activities in New Mexico.

At the same time, the experience of succeeding with their students has a transformative impact on corps members who go on to success in various sectors. Ultimately, we know that realizing our vision will require significant societal effort, but we believe our ever-expanding pipeline of alumni leaders is fueling the development of the critical talent necessary to achieve lasting, systemic change.

Narratives

Thus, we are building a powerful movement to eliminate educational inequity, a movement that expands the opportunities available to children growing up today, and that ultimately aims to effect fundamental, lasting change by addressing the root causes of the problem and implementing systemic solutions.

In order to effect immediate and long term benefits for the students we serve, Teach For America executes the following key program activities: recruitment to find talented and diverse recent college graduates with strong academic backgrounds; selection of the top candidates through a rigorous admissions process; teacher preparation through an intensive summer institute in Phoenix; local induction and placement of new teachers in the highest-need public schools; provision of ongoing regional support and professional development; and connection to the alumni network and to leadership opportunities after their service commitment.

Teach For America-New Mexico only places corps members in schools that are 'open enrollment' (i.e., no selective criteria for admission such as test scores, GPA, or behavior). Additionally, we target placement in schools where an achievement gap is present (i.e., in schools that have 'school performance scores' below the state's average). Our goal is also to cluster corps members within schools, which means placing at least two corps members per year in each school and developing ongoing relationships with schools. Clustering helps corps members to know that they are part of a larger movement, and enables second-year corps members and alumni in the school to mentor first-year corps members.

We conduct training for corps members in order to prepare them to close the achievement gap in their classrooms and schools. The central component of our training program is a rigorous five-week summer institute held in Phoenix. Additionally, corps members have an induction in New Mexico prior to leaving for institute and have an orientation once they return as well.

Narratives

During institute, corps members develop the foundational knowledge, skills and mindsets needed to be highly effective beginning teachers. Corps members attend sessions coordinated by a faculty comprised primarily of Teach For America's highest-performing alumni. These courses are designed to build knowledge, deepen skills, and applying learning to teaching in the classroom. We also partner with a school district in the city where the institute is located to run a summer school program for thousands of students under the close supervision of veteran teachers from the school district and Teach For America instructional staff. Corps members teach in teams while receiving feedback from experienced teachers with proven track records of success.

Following the corps members' return to New Mexico and their subsequent placement in under-resourced schools, our year-long program of support is proactive -- scheduled review and partnership cycles -- and reactive -- reacting to corps member needs over the course of the year with flexible and responsive professional development offerings.

Teach For America-New Mexico seeks to ensure compliance with rules concerning prohibited service activities for corps members. All members receive and must sign a corps member contract that includes information on prohibited service activities. All incoming corps members to Teach For America-New Mexico participate in a series of orientation sessions led by our program staff that are designed to familiarize them with the expectations, requirements, and benefits of being an AmeriCorps member and to create an understanding of the community responsibilities and prohibited activities, as well as the rationale underpinning these obligations.

Continuing our partnership with AmeriCorps is a top priority for Teach For America-New Mexico: we need to continue to recruit service-minded individuals in order to fulfill our pledges of bringing an increased number of teachers to New Mexico. Our strong partnership with the New Mexico

Narratives

Commission for Community Volunteerism is an indication of our utility as a state-wide service organization and will assist us in tapping into the strong ethos of service among individuals who are interested in teaching in New Mexico and affecting lasting change in our public school systems. We were proud to host the 2008 State AmeriCorps Kick-Off in Gallup, hosting over 250 corps members from almost 20 different service organizations across the state. Greg Webb, the Executive Director of the commission is a tireless advocate for our cause and has visited our Alumni Reunion and spoke on our behalf in Santa Fe at a event showcasing Teach for America's intention to expand to northern New Mexico.

c. Measurable Outputs and Outcomes:

Teach For America-New Mexico's output is the number of corps members that we will recruit, train, place, and provide on-going support for. Our goal is to have 130 corps members for the 2010-11 program year, who will impact over 6,500 students. Our primary end outcome is the percentage of corps members that achieve significant and solid gains of 1.5 to 2 years of growth within one academic year in their classrooms. Our intermediary outcome is our effective training of corps members. Our secondary end outcome is volunteer recruitment by corps members.

In order to measure our output of recruiting, training, placing, and providing on-going support for 130 corps members, we will track corps member retention through our program database, IMPS. We will track the number of students that these corps members will impact through corps member responses to mid and end of year surveys. We track academic gains in student achievement quarterly, through data that is submitted by corps members to their program directors, through determining if corps members achieve their goals. We track volunteer recruitment by corps members through We track how effective our training of corps members are through responses by corps members on our mid and end of year

Narratives

surveys, as well as corps member responses on our mid and end of year surveys as well.

Corps member surveys are conducted at the middle and at the end of the academic year to poll our teachers on a wide range of issues from satisfaction to the effectiveness of Teach For America's training and support model to corps member involvement with parents and extra-curricular activities. The surveys also offer corps members the opportunity to provide written feedback on all aspects of the program. We track all this data and evaluate it regionally to improve our work. This survey will also allow us to track the number of volunteers corps members are bringing into their classrooms.

Our system for assessing and improving member development and performance is highly detailed. At the end of the school year, our program directors meet with each member and analyze evidence of student gains. By measuring the percentage of our corps members who can show evidence of attaining significant academic gains, and by entering this information into our database, we can improve our program over time to ensure that even more low-income students can catch up academically with their wealthier peers.

d. Plan for Self-Assessment and Improvement:

We aim to dramatically increase student achievement in New Mexico's lowest-income communities. In order to know whether our program is successful and if we are annually achieving our objectives, we will track the following criteria for success using the evaluation methods indicated below:

Output: Recruit, train and place 130 corps members, who will impact over 6,500 students, in New Mexico.

Narratives

Evaluation Method: Internal systems to ensure that we are on track to hit our recruitment and placement objectives. These include management and support of corps members by the Teach For America-New Mexico program team to ensure that corps members are retained.

Primary End Outcome: Impact academic gains in student achievement.

Evaluation Method: Percent of corps members who can demonstrate significant or solid gains in student academic achievement, as measured internally. Student achievement data is based on end of year district assessments and internal performance management metrics.

Intermediary outcome: Corps member training and impact in classrooms.

Evaluation: This is measured by our corps member mid and end of year surveys.

Teach For America employs a number of tools for self-assessment. Two of these tools that are key to measuring our program goals are internally managed corps member surveys and independent surveys of the principals in the schools where corps members teach. The most recent principal survey was completed in July of 2007 by Policy Studies Associates, Inc., an independent research firm in Washington, D.C. Principals reported that Teach For America teachers are well prepared and have a significant and positive impact on their schools and on student achievement. The overwhelming majority (96 percent) are satisfied with the Teach For America teacher(s) working in their schools, and nearly all principals (95 percent) rate Teach For America corps members as effective as, if not more effective than, other beginning teachers in terms of overall performance and impact on student achievement.

Narratives

We also continue to work with independent research firms to enable studies that gauge corps member impact on schools in low-income communities. One example is the 2004 study conducted by Mathematica Policy Research, which found that despite working in the highest-need classrooms in the country, Teach For America corps members advanced students against the national norm in both reading and math, and that corps members "produced higher test scores than the other teachers in their schools - not just other novice teachers or uncertified teachers, but also veterans and certified teachers." In addition, in March of 2008 the Urban Institute published a study, resulting from intense analysis of longitudinal data that showed Teach For America teachers to be more effective, as measured by student exam performance, than traditional teachers.

Teach For America-New Mexico strives to improve its program through consistent analysis of our progress to our program goals as well as through corps member input. Program directors analyze corps members' progress to goals through our formal cycle of observations, feedback, and provision of targeted corps member support. Corps members' input on the quality of the support network that we provide is measured on our mid and end of year surveys.

In addition to using the regional information that Teach For America-New Mexico receives from the survey of principals, Teach For America-New Mexico has implemented a Principal Cultivation Plan. This plan sets expectations around relationship management and ensures that there is consistent communication between partnering schools and Teach For America-New Mexico, to mitigate and challenges that might arise, as well as to respond to our partner's feedback in a timely manner. We have identified the key principals that we've placed in since our beginning, have identified lead Program Directors to work with them throughout the year toward becoming even larger champions of our movement.

Narratives

Teach For America-New Mexico also has corps members complete an evaluation survey at the end of every training in order to advise our program structure as to the effectiveness of our trainings in delivering the necessary material to corps members.

e. Community Involvement:

Teach For America-New Mexico consistently dialogues with leaders in the community, as well as with our partnering school systems, and ensures that there is a sufficient need for our corps members. In the case of our expansion for the 2010-11 school year, Teach For America-New Mexico had discussions with community leaders, and partnering school districts, including discussions with Secretary Garcia. After analyzing these as well as our landscape, we determined that we would be able to place 55 corps members and would be able to support them with staff and resources.

Teach For America-New Mexico is critically involved in the collective efforts underway to transform our public schools into ones that provide all students with an excellent education, and it is in collaboration with other organizations that we have felt this great urgency to maximize this window of opportunity by continuing to grow at an accelerated pace. To this end, a few examples of our partnerships include:

- * The New Mexico Public Education Department, the New Mexico Commission for Community Volunteerism, our partner districts, and individual partner charter schools, who help with the costs of recruitment, training, and professional development as well as collectively help us determine where and how many corps members are most needed.
- * University organizations locally and nationwide to help with on-campus recruitment.
- * The Public Education Department's Math/Science Initiative given that we are heavily impacting Math/Science teaching across our state.

Narratives

* Local governments like the City of Gallup, Zuni Pueblo, Navajo Nation, The Pueblo of Laguna and others for both economic and educational development.

f. Relationship to Other National and Community Service Programs:

Teach For America-New Mexico is encouraged from innovations coming from the most recent New Mexico Commission for Community Volunteerism conference and plans to attend one or more community service opportunities sponsored by the Commission or the Center for Youth and Community (in addition to our mandatory participation in the Kick-Off). This year we decided to become a larger presence in our community by adopting four New Mexico Highways. From here on out our 130 corps members will participate in a large scale clean-up at least two times per year. This benefits our community by making it a cleaner and safer place and raises our profile with our community.

g. Potential for Replication:

Teach For America-New Mexico is part of the Teach For America national program which operates sites in 31 regions. Each Teach For America site is developed around one national program model, and adapted to fit a particular regional context. From the very beginning, Teach For America designed its program with internal replication and expansion in mind. We have been successful over the past 19 years in opening and developing regional sites and look forward to even greater expansion over the next several years. Replication leads to our ability to recruit, train, and support even more corps members, addressing the needs of thousands of students.

In addition to our internal replication, our model has influenced the creation of other non-profits that

Narratives

share our mission. Upon the founding of Teach For America in 1990, it was unusual for people who did not major in education or attend a traditional college of education to enter the public school teaching profession. There was no clear alternative path toward licensure, and the barriers to entry into the profession were quite high. Now, a number of organizations are bringing college graduates of all academic majors into teaching in low-income school districts at unprecedented rates. Programs such as President-elect Obama's "Classroom Corps" are modeled after Teach For America's idea that it is essential to bring the most talented recruits into the teaching profession.

h. NEW SITE

In 2010-2011, Teach For America will be opening in additional sites: Santa Fe, NM. This site was selected based on criteria including the existence of a significant gap in academic achievement in upper- and lower-income areas, school district and community support, the ability to place corps members across a full range of subjects and grade levels, and the ability to raise local funds to sustain the program.

With the addition of this site, Teach For America-New Mexico requests an expansion to support an increased number of corps members.

i. REQUEST FOR EXPANSION

To accommodate our growth in the new and existing regions and ensure that all corps members are part of the AmeriCorps network, Teach For America-New Mexico requests an expansion of 55 slots in addition to our current 75 slots for a total of 130 slots for the 2010 -- 2011 year.

Narratives

We firmly believe that in addition to our expansion into the Santa Fe North area of New Mexico. Since 2001, we've been serving the northwestern part of New Mexico. We believe that it's time to expand to a new corner of New Mexico: the capital of Santa Fe and the northern rural communities surrounding it. In New Mexico, the achievement gap between Anglos and the Hispanic/Latino communities is enormous. Statewide, Caucasian reading proficiency in 11th Grade is 54% and Hispanic reading proficiency in 11th grade is 39%. This is unacceptable. We must provide high quality teachers and leaders to all students in New Mexico. In the areas we are intending to expand to - Santa Fe and Espanola - currently Santa Fe High School Hispanic reading proficiency is 25% and Espanola Valley High School American Indian reading proficiency is 25%. Again, this is unacceptable. Evidence shows that having an effective teacher can change a student's life trajectory. We intend to expand to these schools and communities to raise the levels of achievement.

Because our corps members often use their education awards to offset the cost of attaining the certification and licensure they are required to have as teachers, full-time awards are critical. In addition, since they assume full-time teaching positions and work long hours throughout the year, we see to reflect that fact through full-time enrollment in AmeriCorps.

Teach for America corps members work to ensure a brighter future for our nation's youth in both the short- and long-term. In the short term, they work to advance students further in an academic year than they would otherwise be expected to advance, raising their educational prospects and putting them on a different track in life. Long-term, corps members become committed leaders who, enabled and compelled by the insight gained through their experience, wield their influence in diverse fields to effect the societal change needed to expand opportunity for all children.

Given that our expansion will include these additional 25 corps members to the Santa Fe area and the

Narratives

surrounding communities we will have to deploy our professional development to these communities as well. We will add one Senior Program Director to be our main professional development personnel and district liaison in our new expansion site. This person will be a critical individual to make this happen and succeed.

We will seeking support from major national foundations, the Public Education Department, highly engaged philanthropic individuals and our partner districts. Our conversations over the past 6 months make us realize that this expansion is not only vital to education in New Mexico, but highly needed by our potential partner districts.

Organizational Capability

a. Ability to Provide Sound Programmatic and Fiscal Oversight:

Teach For America started in 1990, and we currently service 29 communities nationwide. Our program in New Mexico began in 2001 due to high rates of poverty and a wide achievement gap between rich and poor. Since then, over 250 Teach For America corps members have worked for educational equity in New Mexico's highest need public schools. The 2008-2009 school year marks our 8th year placing corps members in this region. We continue to improve our programmatic framework, and we see meeting our goals for student achievement as evidence of our program's success: for the 2009-10 school year we set a goal that our corps members would positively impact the student achievement of their students, and that 70% would achieve significant and solid academic gains in the school year, therefore significantly accelerating the academic success of thousands of New Mexico students. Last year, Teach For America New Mexico met this goal, with 69% of corps members achieving this milestone.

Teach For America has also received both national and local recognition for the impact that we are having on our nation's greatest social injustice. Teach For America has won the Fast Company/Monitor Group Social Capitalist Award the last three years in a row. This prestigious honor is given to U.S.

Narratives

nonprofits that combine creativity and ingenuity with business solutions to address today's most challenging social problems.

Teach For America-New Mexico is featured monthly in our local community journal, the Gallup Journey. Each month, a corps member is featured along with an article of our impact. Recently we were recognized in a front-page article in the Gallup Independent that spoke to how much of a difference our teachers are making in the community. It also recognized our Executive Director, Landon Mascarenaz, for his continuing commitment to the community since his placement here in 2005.

Teach for America's national staff provides support to our regional sites 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, filling out standard forms, 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. This structure allows for the appropriate breakdown of responsibilities and a system of checks and balances needed to ensure accurate financial accounting, coordination of regional fundraising and spending and the accurate tracking of all finances across the country.

Teach For America has managed and administered federal grants since 1994. Teach For America has met the requirements for each of these grants without problems: we receive clean financial and A-133 audits each year. In addition, we have received Charity Navigator's prestigious top 4-star rating for sound fiscal management. As a non-profit, our national board is charged with exercising its fiduciary duties to ensure that our organization is run effectively and within all relevant laws and regulations. Teach For America utilizes a consolidated finance, accounting, marketing, technology, and human

Narratives

resources functions maintained by a central headquarters in New York City.

Teach For America New Mexico has received and effectively managed New Mexico AmeriCorps funding since 2001. Receiving a new AmeriCorps grant will enable us to continue our program's stability, community engagement, and strong local partnerships. The awarding of the grant also highlights our program as a recipient of national funding and lends credibility as we seek increased funding sources to become a lasting institution in New Mexico.

We operate in over 30 schools throughout New Mexico, and each corps member is assigned to a Program Director who travels to these schools to observe and work with corps members to improve their teaching. As a professional corps, our members' direct supervisors are the principals of the schools they serve.

(b) Board of Directors, Administrators, and Staff:

The organization is led by our founder and Chief Executive Officer Wendy Kopp, who works directly with the national board of directors to set our overall strategy and direction. As a non-profit, our national board is charged with exercising its fiduciary duties to ensure that our organization is run effectively and within all relevant laws and regulations. Teach For America utilizes a consolidated finance, accounting, marketing, technology, and human resources functions maintained by a central headquarters in New York City.

Our National Board consists of a diverse group of individuals from the public and private section. Currently in New Mexico, we are seeking out qualified and talented community members to serve in the capacity of our regional board. We believe it is in our direct interests to leverage and identify the right individuals for our board and will prepare a list of candidates. We want individuals that can help us

Narratives

with our ambitious public affairs targets, development goals and inspire our corps members to make outstanding gains in the classroom. Another challenge we face is that some of the most powerful statewide representatives that could help build our board out in a solid way live in areas of the state 2-3 hours from our direct impact zone (northwestern New Mexico versus Albuquerque and Santa Fe). Over the course of the year, we will be working on this element to present a strong regional advisory board to our major funders and key constituents.

Teach For America- New Mexico is led by an Executive Director, who in turn a Managing Director of Program and Operations Coordinator. In New Mexico, the Managing Director of Program, oversees a team of three Program Directors. Each Program Director is assigned to approximately 25-30 corps members: our Program Directors help corps members maximize their impact on student achievement, increase their satisfaction and effectiveness both in their classrooms and with the organization, and celebrate their accomplishments along the way. Program Directors also work with school districts to strategically place corps members, 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- New Mexico is also supported by administrative staff. Brief summaries of key staff positions at Teach For America-New Mexico can be found below:

Landon Mascarenaz, Executive Director, New Mexico is responsible for maximizing the organization's impact in the region by working to establish Teach For America's presence in the community, ensuring effectiveness of corps members, building a broad and sustainable base of financial support, and raising community awareness. He was a 2005 Teach For America -- New Mexico corps member who taught 1st grade at Church Rock Academy.

Narratives

Alan Brauer, the Managing Director of Program, is responsible for maximizing the organization's impact in the region by setting the vision and strategy to drive and support program staff in their work of reaching our corps members' effectiveness, retention, satisfaction and corps culture goals. A Managing Director of Program also manages and develop the regional program team to ensure that our corps members and their students achieve ambitious academic goals. Alan was a 2001 Charter corps member, who taught 1st grade at Smith Lake Elementary School.

Lindsey Cross, Robert Salazar and Nicole Seltman are our regions three Program Directors. Each work with a third of our corps and were each high performing corps members themselves. Lindsey taught English/Language Arts at Thoreau Middle School, Robert Salazar taught Science at Miyamura High School and Nicole taught 2nd grade at Navajo Elementary. Each Program Director works with corps members that are aligned to the subjects they have expertise in, supporting and challenging corps members throughout the year.

Madeline Leyba is our Operations Coordinator in New Mexico. She is assigned to manage our AmeriCorps partnership, logistics generally and assigned to maintain solid operational structure of our region. She is a native of Gallup, New Mexico and has decades of experience in the school district and in the community.

We are also considering adding new staff next year, but final decisions will not be made until early Spring. Possible positions include: additional program staff, an assistant to the Executive Director, District Strategy and Development staff and others.

(c) Plan for Self-Assessment or Improvement:

Narratives

Ensuring that we are operating at our highest level of efficiency and effectiveness is a goal that we relentlessly pursue at Teach For America; we employ several mechanisms to that end. First, we use anonymous surveys following every training and throughout an employees' tenure in order to assess our systems, structures, divisions and staff. In addition, we have a layered staff evaluation process that includes self-review, review by one's manager, peer review, and review of managers by their direct reports.

To assess and improve staff capacity on an ongoing basis, Teach For America New Mexico employs an assessment tool designed to provide all staff members with ongoing, robust career development opportunities and to ensure Teach For America can develop the right level of talent, skills, and leadership at every level of the organization. Teach For America New Mexico matches qualified individuals with the appropriate roles during the selection process; provides Teach For America staff members with relevant ongoing training and professional development opportunities, and ensures that Teach For America is able to retain high-performing staff members by offering diverse, transparent career paths and developing the leadership potential of individuals at all levels of the organization.

(d) Plan for Effective Technical Assistance:

Teach for America's national staff provides support to Teach For America New Mexico in a number of different areas, including finance, grants administration, and technology. The national team provides on-going trainings for all regional staff positions via conference calls, regional and national conferences, and on-line tutorials. The national office of Teach For America also includes a well-staffed technology department that is available to assist with any technical problems that arise at the regional level.

Narratives

2. Sound Record of Accomplishment as an Organization

(a) Volunteer Generation and Support:

We recruit leaders from our communities to become active members of our regional board, which meets periodically throughout the year and is responsible for advising the organization's development, program implementation and visibility initiatives. Board members employ their resources, financially and through connections in the community, to support the growth of our corps in New Mexico. Board members also become salient voices in the fight to end educational inequity.

(b) Organizational and Community Leadership:

Teach For America-New Mexico has also seen an increase in its recognition as a leader in education reform. The Public Education Department is looking to expand our impact, learn from some of our best practices and help position us to affect change more broadly. We have been sought out by more and more schools and communities for our incredible teachers. More importantly, we are helping to facilitate a dialogue between relevant community partners to help build a better conversation in our community around the potential for education reform.

(c) Success in Securing Match Resources:

Teach For America-New Mexico has been successful in securing match resources. We are currently expanding our programs in New Mexico and therefore have expanded our budgets as well: in New Mexico we have seen a responding explosion of community support. In New Mexico, we are seeking three-year financial commitments to ensure that our ambitious expansion is possible. Last year, Teach

Narratives

For America-New Mexico raised just over \$415,000 for our efforts. This represents an increase over our previous highest fundraising results. In 2010 our goal is to raise \$1,200,000 from various resources across the state who recognize the need for our program.

We have had great success in multiple funding streams and the continued support of the New Mexico Commission for Community Volunteerism through its generous 3-year award has enabled Teach For America to take full advantage of the unique growth opportunities facing our region to strategically expand and deepen our impact in New Mexico.

3. Success in Securing Community Support

a. Collaboration:

Teach For America-New Mexico has developed several partnerships throughout its 18 year tenure that increases the quality and reach of our programs. In particular, our partnerships with the local universities allow us to license our teachers while increasing their effectiveness over the long haul. We also have many corps members that contribute to our partnership with Save the Children and Southwestern Youth Services, doing reading intervention after-school with the former and soccer leagues with the latter.

b. Local Financial and In-kind Contributions:

Teach For America's in-kind partnerships have become more diverse throughout our 19 year tenure. Our portfolio has expanded and ranges from office space owned by Haider Consulting, to corps member events that are subsidized by the City of Gallup, to thousands of books which are donated by the

Narratives

program First Book. Teach For America-New Mexico has a variety of foundation, corporate, public, and individual support from organizations throughout the state.

c. Wide Range of Community Stakeholders:

In order to accommodate our rapidly increasing number of corps members, we have expanded our portfolio of schools, from approximately 30 schools in 2008-09, to over 35 schools in 2009-10. In addition, we are working with the University of New Mexico to potential aid in the professional development of those corps members interested in Public Administration through a potential partnership to provide our corps members a Masters in Public Administration (MPA) by the end of their third year of teaching. This would aid in our retention of corps members past their commitment and allow us to provide the local districts and the state education department with leaders qualified to take the reins in important decisions-making.

Cost Effectiveness and Budget Adequacy

Cost Effectiveness, Corporation Cost per Member Service Year (MSY):

We anticipate that we will have 130 members serve in year one of this proposed grant. We request a corporation cost per MSY of \$2,070.

Diversity of Funding:

Teach For America-New Mexico has in the past year built a strong development framework and we have substantially increased our number of development staff. Teach For America-New Mexico thus has secured the human capital that it needs to drive our funding needs forward. We firmly believe in diversifying our funding in order to ensure the continuation of our programming. To that extent, our

Narratives

funding portfolio represents a wide distribution of sources: in New Mexico we are funded 30% locally through local donors (corporations, state agencies, districts, individuals, other) and the rest through national fundraising (from a wide variety of sources as well).

In New Mexico, we are seeking financial commitments to ensure that our ambitious expansion is possible. We are working aggressively through the state to secure additional funding and working with large foundations to possibly match state contribution.

Sources of Match Funding:

Teach For America-New Mexico has already secured 4.2 million in match funding from several three year commitments it secured in 2007 from national foundations. While we have raised 60% of our total needs, from past giving trends we are confident that our community is invested in keeping Teach For America-New Mexico operational and will that we will be able to generate the necessary resources to do so. Investment from the state in excess of \$150,000 along with various Foundations (McCune, William Holt Knox, AMB and others) will provide the matching support. In addition, we have many other local funders who also provide private support to assist.

Decreased Reliance on Federal Support - Current grantees only:

It will take large investments of over the next three years to sufficiently fund the recruitment, selection, training, and ongoing support of 75 new corps members as well as our 55 returning corps members and alumni in 2008, 2009, and 2010. To meet our region's needs for talented human capital for our school and community leadership pipelines, Teach For America-New Mexico will need increased investments at the local and national level in order to help us scale up rapidly given the exponential nature of our growth plan. In FY2007, our operating budget was approximately \$1.4 million.

Narratives

We recently received our largest local gifts to date; these gifts, along with increased attention from national foundations, signify a tipping point in the philanthropic community's focus on investing in Teach For America and on continuing its operations in New Mexico.

2. Budget Adequacy

Teach For America-New Mexico is an efficient and cost-effective program. While we are confident that we have budgeted sufficient resources for our program needs based on our 18 years of experience operating a professional corps, we are very cognizant of the need to be efficient in our spending to justify the significant investment that the public and private sector makes in our program. Investors have confidence in Teach For America-New Mexico, though, for several reasons, one of which is that Teach For America is recognized by outside groups for its efficiency. For the fifth consecutive year, Teach For America has received a four-star rating for sound fiscal management from Charity Navigator, a nonprofit watchdog group. Less than 12 percent of the charities rated by Charity Navigator have received two consecutive four-star evaluations. As such, Teach For America outperforms most U.S. charities in carrying out its mission in a fiscally responsible manner.

Our budget reflects the expenses which Teach For America-New Mexico expects to incur to recruit, select, train, support, and provide professional development to corps members. These costs include the salaries and direct costs of our operations, as well as the proportional costs associated with bringing corps members to New Mexico and supporting our program. Our proposed budget is based on the size of our corps for the 2009-10 school year and includes the regional portion of costs associated with recruitment, selection, and training, as well as local management costs. Budget management is implemented and overseen on both a regional and national level and is subject to an annual independent audit.

Narratives

Evaluation Summary or Plan

For the past 12 years, Teach For America has conducted independent, external surveys of its partner principals to evaluate the performance of Teach For America corps members in their schools, and therefore of our program.

The most recent survey was completed in 2009 by Policy Studies Associates, Inc., an independent research firm in Washington, D.C. Policy Studies Associates surveyed 785 principals, reflecting all 29 regions in which Teach For America placed teachers during the 2008-09 school year. Principals report that Teach For America teachers are well prepared and have a significant and positive impact on their schools and on student achievement.

A copy of this evaluation has been sent to the New Mexico Commission for Community Volunteerism.

Amendment Justification

For additional justification, we have included a list of quotes of support from major New Mexicans:

"Teach For America has had an amazing impact on some of New Mexico's most challenged schools, and it has demonstrated and proven its commitment to bringing educational equity to all of our state's children. The Public Education Department is excited to partner with Teach For America as it lifts up even more of our young people by expanding into new schools and districts. I stand strongly behind the talented, motivated teachers that Teach For America has brought to New Mexico's schools."

Dr. Veronica Garcia

New Mexico Secretary of Education

"The story of Teach For America in New Mexico -- that young leaders from around the country are

Narratives

coming to the rural northwest of our state to make a difference in the lives of over 6,000 students -- is one of the most inspiring ones in the education community today. The leadership that these individuals show in their classroom, community and schools is a great example of service towards our state and nation. I fully believe that these current corps members will be the future leaders of America and that this formative experience will allow them to overcome our nation's top challenges."

U.S. Senator Pete Domenici

"Since first arriving in New Mexico's Third Congressional District in 2001, Teach For America-New Mexico corps members have gone above and beyond expectations to make significant differences both in their classrooms and in the lives of their students. Additionally, many members have extended their stay, remaining in New Mexico past their commitment date in areas that desperately need teachers. By bringing these professionals into our communities and retaining their services, Teach For America-New Mexico has shown strong dedication toward easing educational discrepancies in our state."

U.S. Representative Tom Udall

"What Teach For America is doing in New Mexico and Nationwide is the most promising educational initiative to cross my desk."

Owen Lopez, Executive Director, McCune Charitable Foundation

"Is there anything more important for the future of our country than to insure that every child has the opportunity for an excellent education? The mission of Teach for America is truly inspired. The people here in Gallup area who are bringing that dream to life are dedicated, capable people. They are a rare

Narratives

breed: visionaries who are firmly grounded in reality."

Bob Rosebrough, Former Mayor, City of Gallup

Clarification Summary

FY11 Budget Clarification Items:

Section I-A: Please explain the purpose of the Director, Teaching & Learning

The Director of Teaching and Learning focuses on providing professional learning and development for our corps members, staff, and community. The position also ensures that the assessments we give our students are rigorous and aligned to standards so that we can reliably determine the amount of growth students make in corps members' classes.

Section I-C: Please itemize expenses associated with Travel to CNCS-sponsored Meetings to include air, hotel, meals, incidentals and number of attendees.

Expenses have been itemized.

Section I-G: Please move member travel and related expenses such as transportation, lodging and food included under Training to Section I-C Travel..

Travel expenses have been moved from Training to Travel.

Performance Measure Clarification Items:

Narratives

We adjusted our performance measures to reflect the national performance measures which align with the need, activities and outcomes described in the narrative outputs. We also removed all applicant-determined Education performance measures.

FY10 Budget Clarification Items:

Section I-A: Explain who will handle the fiscal responsibilities associated with this grant.

Christine Koidin, Director, Business Analyst for Grants and Contracts will handle the fiscal responsibilities associated with the grant. Teach For America utilizes a shared services model. Christine sits on the national finance team and supports the New Mexico region with their financial reporting.

Section I-A: Explain the purpose of the Senior Program Director position and their roles and responsibilities.

Teach For America in New Mexico has revised its growth plans for FY11 and instead of expanding to Santa Fe, we plan on increasing our presence in the northwest corner of the state. As a result, the Senior Program Director position has been reclassified as a Program Director. Our budget narrative has been modified to accommodate this change.

Section I-C: Explain the travel associated with the SPD position. This position is not mentioned in the program narrative section.

Travel originally budgeted for the Senior Program Director has been revised to reflect the travel requirements of a Program Director. The total travel expense for the program directors and Managing Director of Program has been modified to reflect this change as well as revised budgeting assumptions.

Narratives

Section I-G: Explain the per member cost associated with the Regional Summit.

The Regional Summit is a professional development opportunity for the corps members. The per member cost covers a portion of the corps members food and lodging for the event.

Section I-G: Explain the expense associated with the 5 passenger vans.

The expense for the 5 passenger vans was to facilitate ease of transportation for the corps members to and from Induction events.

Section I-I: Explain why no expenses are included in this section for member service gear or recognition activities.

Our AmeriCorps members are Professional Corps and therefore cannot wear the member service gear. The AmeriCorps lapel pins are gear that will not detract from the professionalism of dress required by our corps members. If acceptable, we can add this expense to the grant.

Section I-I: Explain why background check expenses are not included for grant-funded staff positions identified in the budget.

Teach For America has added \$18 per 6 AmeriCorps funded staff members to pay for an FBI background check for these staff members.

Section I-I: Describe your process for ensuring that Professional Corps members obtain appropriate

Narratives

background checks prior to beginning service. Why is this cost not reflected as in-kind match.

Teach For America corps members receive FBI background checks. As a professional corps, Teach For America corps members receive full-time salaries. Therefore, our corps members pay for the costs of their own background checks.

Please confirm whether or not you will be able to secure the financial resources necessary to support the expansion request per the last statement provided on page 51 of the continuation application.

During the fall and early New Year we embarked on an ambitious plan to expand our corps impact into the northern part of New Mexico, anchored in Santa Fe. While we raised a partial amount of these funds, we were not able to raise the full \$4 million for a three-year plan. During this time, districts were extremely interested but also concerned about new financial commitments during the tough economy. We decided, as an organization and with our districts that we would forgo our expansion this year and attempt again for the next year.

At the same time, we saw increased demand for our corps members in our current area and an awakening of how drastic the education needs were. New districts approached us and our current districts (looking to expand our proven model) have asked for more teachers. We have decided to commit to bring even more teachers into the northwestern corner of the state. We believe that an incoming corps and second year corps that totals 130 across all of our districts will be an extremely powerful force for educational equity in New Mexico.

Continuation Changes

YEAR TWO:

Rational And Approach

Narratives

h. NEW SITE

In 2010-2011, Teach For America will be opening in additional sites: Santa Fe, NM. This site was selected based on criteria including the existence of a significant gap in academic achievement in upper- and lower-income areas, school district and community support, the ability to place corps members across a full range of subjects and grade levels, and the ability to raise local funds to sustain the program.

With the addition of this site, TFA-NM requests an expansion to support an increased number of corps members.

i. REQUEST FOR EXPANSION

To accommodate our growth in the new and existing regions and ensure that all corps members are part of the AmeriCorps network, TFA-NM requests an expansion of 55 slots in addition to our current 75 slots for a total of 130 slots for the 2010-2011 year.

We firmly believe that in addition to our expansion into the Santa Fe North area of New Mexico. Since 2001, we've been serving the northwestern part of New Mexico. We believe that it's time to expand to a new corner of New Mexico: the capital of Santa Fe and the northern rural communities surrounding it. In New Mexico, the achievement gap between Anglos and the Hispanic/Latino communities is enormous. Statewide, Caucasian reading proficiency in 11th Grade is 54% and Hispanic reading proficiency in 11th grade is 39%. This is unacceptable. We must provide high quality teachers and leaders to all students in New Mexico. In the areas we are intending to expand to - Santa Fe and Espanola - currently Santa Fe High School Hispanic reading proficiency is 25% and Espanola Valley

Narratives

High School American Indian reading proficiency is 25%. Again, this is unacceptable. Evidence shows that having an effective teacher can change a student's life trajectory. We intend to expand to these schools and communities to raise the levels of achievement.

Because our corps members often use their education awards to offset the cost of attaining the certification and licensure they are required to have as teachers, full-time awards are critical. In addition, since they assume full-time teaching positions and work long hours throughout the year, we see to reflect that fact through full-time enrollment in AmeriCorps.

TFA corps members work to ensure a brighter future for our nation's youth in both the short- and long-term. In the short term, they work to advance students further in an academic year than they would otherwise be expected to advance, raising their educational prospects and putting them on a different track in life. Long-term, corps members become committed leaders who, enabled and compelled by the insight gained through their experience, wield their influence in diverse fields to effect the societal change needed to expand opportunity for all children.

Given that our expansion will include these additional 25 corps members to the Santa Fe area and the surrounding communities we will have to deploy our professional development to these communities as well. We will add one Senior Program Director to be our main professional development personnel and district liaison in our new expansion site. This person will be a critical individual to make this happen and succeed.

We will seeking support from major national foundations, the Public Education Department, highly engaged philanthropic individuals and our partner districts. Our conversations over the past 6 months make us realize that this expansion is not only vital to education in New Mexico, but highly needed by

Narratives

our potential partner districts.

Member Output and Outcomes:

Enrollment & Retention - In 2009-2010 we filled 80 of the 80 slots we received on the state grant, for an enrollment of 100%. We have currently retained 78 of the 80 we enrolled, for a current retention rate of 90%.

Community Outputs and Outcomes:

We raised our student achievement projection, to nearly 65% of our total corps members making at least a years worth of progress.

Organizational Capability:

We are planning on adding staff this coming year for District Strategy and Development and potentially more program staff and an assistant to the Executive Director.

Cost Effectiveness and Budget Adequacy:

We anticipate 130 MSY for this grant cycle. As a result, our budget narrative reflects an increased in our budget of \$269,092 (CNCS) and \$146,295 (Grantee) resulting in an increased cost per MSY of \$2,070.

Evaluation Summary:

We have included new information from our most recent principal survey, which suggests over 90% of principals surveyed are satisfied and would hire another Teach For America teacher.

Potential Obstacles for Expansion:

While we currently are exploring opportunities and have begun significant work in the move to place our

Narratives

teachers in the Santa Fe North area, our efforts to secure the full amount of dollars needed (nearly \$4 million over 3 years) for our full operation is critical. We are currently looking for private, foundations and public partners to see this very critical expansion move forward.

We will know by late March if we are not able to secure the remaining dollars for the expansion. At this point, we will contact the Corporation and our state commission and let them know about our challenge.

YEAR THREE:

During the 2010-2011 school year, Teach For America corps members made up nearly 50% of all new hires in Gallup-McKinley County Schools and Zuni Public Schools, a testament to the need in our area and our corps members' success in the classroom. We believe we have achieved the correct scale and depth in our current placement area, where we are a significant portion of the new hires and internal and external test results show student achievement gains. As a result, we request 120 MSYs for the 2011-12 school year. We continue to pursue expansion opportunities across the state -- in Santa Fe, the rural north, Albuquerque, and southern New Mexico -- and while we do not anticipate opening these new sites in 2011-12, we hope to secure funding to open at least one new site in 2012-13.

MEMBER OUTPUT AND OUTCOMES

Enrollment & Retention - In 2009-2010 we enrolled 80 of the 80 slots we received, for an enrollment of 100%. We retained 78 of the corps members we enrolled, a 98% retention rate.

COST EFFECTIVENESS AND BUDGET ACCURACY

Narratives

We anticipate 120 MSY for this grant cycle. As a result, our budget narrative reflects a decrease in our budget to \$253,326(CNCS) and \$137,098 (Grantee) resulting in a slightly increased cost per MSY of \$2,111.

PERFORMANCE MEASURES

We have updated our performance measures to reflect the national performance measures for a Teacher Corps.

Performance Measures

SAA Characteristics

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

Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas 140

Service Categories

Other Education Primary Secondary

Growing Community Opportunity

Service Category: Other Education

Measure Category: Strengthening Communities

Strategy to Achieve Results

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

Teach For America corps members will recruit and manage volunteers (parents, community members, or corporate leaders) for their classroom and school to bolster their students' education and further connect them with the community.

Results

Result: Output

Teach For America corps members will recruit and manage volunteers (parents, community members, or corporate leaders) for their classroom and school to bolster their students' education and further connect them with the community.

Indicator: community volunteers recruited

Target: Year 1: 90 percent of corps members will recruit and manage at least two volunteers for their classroom and school for a total of 144 volunteers leveraged.

Year 2: 95 percent of corps members

Year 3: 95 percent of corps members

Target Value: 160

Result: Output

Instruments: Teach For America will measure the number of volunteers that our New Mexico corps members bring into the low-income schools we serve using responses on the end-of-year survey that ask members to identify the number of volunteers they have had in their classroom.

PM Statement: Teach For America corps members will recruit and manage volunteers (parents, community members, or corporate leaders) for their classroom and school to bolster their students' education and further connect them with the community. Each year, 90, 95 and 95 percent respectively, will recruit and manage at least two volunteers, for a total of at least 144 volunteers in the first year, at least 160 volunteers in the second year, and at least 160 volunteers in the third year.

Prev. Yrs. Data In the 2010 end-of-year survey (end of year 1 of the grant), 95% of Teach For America New Mexico corps members had at least two volunteers in their classrooms.

Result: Intermediate Outcome

Through volunteering their time outside of the standard school day, Teach For America corps members will increase student and community exposure to activities and clubs by participating in extracurricular activities.

Indicator: Extracurricular Participation

Target: Year 1: 90 percent of corps members will be involved in one or more extracurricular activities at their school.

Year 2: 93 percent

Year 3: 95 percent

Target Value: 95%

Instruments: Teach For America New Mexico will measure the number of corps members that are participating in extracurricular activities. To measure this, Teach For America corps members will answer questions regarding their involvement in extracurricular activities. Within the end-of-year survey, we will ask corps members to answer if they are involved in extracurricular activities at school.

PM Statement: Teach For America corps members will increase student exposure to activities and clubs by volunteering time outside of the school day in extracurricular activities at 91, 93 and 95 percent, respectively by year, participating and/or leading extracurricular activities for students and communities.

Prev. Yrs. Data In the 2010 end-of-year survey, 90 percent of New Mexico corps members were involved in one or more extracurricular activities.

Result: End Outcome

Through volunteering their time outside of the standard school day, Teach For America corps members will increase student and community exposure to new opportunities by beginning/creating/founding or leading a new extracurricular activity.

Indicator: Founding Community and Student Opportunity

Target: Year 1: 40 percent of corps members will begin or lead a extracurricular activity at their school or community.

Year 2: 45 percent

Year 3: 50 percent

Result: End Outcome

Target Value: 50%

Instruments: Teach For America-New Mexico will measure the number of corps members that are founding extracurricular activities. To measure this, Teach For America corps members will answer questions regarding their involvement in extracurricular activities. Within the end-of-year survey, we will ask corps members to answer if they have created or led extracurricular activity in their school or community.

PM Statement: Teach For America corps members will increase student and community exposure to activities and opportunities by having 40, 45 and 50, percent of corps member, respectively by year, creating extracurricular activities outside of the school day.

Prev. Yrs. Data In the 2010 end-of-year survey, 50 percent of New Mexico corps members reported starting or leading an extracurricular activity in their school or community.

Academic Success

Service Category: Other Education

Measure Category: Needs and Service Activities

Strategy to Achieve Results

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

AmeriCorps members will have an impact on student achievement, putting their students on a different academic track and thereby altering their life prospects. Through our regional support network, we will provide our members with access to a variety of diagnostic and assessment resources for their classrooms and to support their overall instructional approach, enabling them to raise the academic achievement of their students and make gains of 1 to 2 grade levels in a single school year.

Results

Result: Output

AmeriCorps members will have an impact on student achievement, putting their students on a different academic track and thereby altering their life prospects. Through our regional support network, we will provide our members with access to a variety of diagnostic and assessment resources for their classrooms and to support their overall instructional approach, enabling them to raise the academic achievement of their students and make gains of 1 to 2 grade levels in a single school year.

Indicator: increased academic achievement

Target: Year 1: 95% of members will complete 21 hours of professional development.

Year 2: 95% of members will complete 21 hours of professional development.

Year 3: 95% of members will complete 21 hours of professional development.

Target Value: 21

Instruments: Using a tracking spreadsheet, program directors will document corps member participation hours throughout the year in all program sponsored professional development.

Result: Output

PM Statement: Members will have access to multiple avenues of professional development through the regional support network, and 95% will complete at least 21 hours of professional development during each year of service.

Prev. Yrs. Data

Result: Intermediate Outcome

In Teach For America corps members will be more effective in the classroom by accessing critical professional development tools and resources through our regional support network.

Indicator: increased academic achievement

Target: Year 1: 75 percent of our corps members will answer agree or strongly agree in response to the question of whether the regional support network helps them to be more effective in the classroom.

Year 2: 80 percent

Year 3: 85 percent

Target Value: 85%

Instruments: The data source to measure this result will be corps member responses to our mid-year and end-of-year surveys. Within our mid-year and end-of-year survey, we will ask our corps members to reflect on the extent to which they feel that the regional support network helps them be more effective in the classroom.

PM Statement: Teach For America corps members will be more effective in the classroom by accessing critical professional development tools and resources through our regional support network. In years one, two, and three 75, 80, and 85 percent of our corps members, respectively will answer agree or strongly agree in response to the question of whether the regional support network helps them to be more effective in the classroom.

Prev. Yrs. Data

Result: End Outcome

Corps members will have an impact on student achievement, putting their students on a different academic track and thereby altering their life prospects. Through our regional support network, we will provide our corps members with access to a variety of diagnostic and assessment resources for their classrooms and to support their overall instructional approach, enabling them to raise the academic achievement of their students and make gains of one to two grade levels in a single school year.

Indicator: increased academic achievement

Target: Year 1: 70 percent of our corps members will provide evidence of measurable student gains in academic achievement of at least one to two grade levels.

Year 2: 75 percent

Year 3: 80 percent

Result: End Outcome

Target Value: 80%

Instruments: Our New Mexico staff will work to ensure accountability in student achievement. Our program directors will meet with corps members at the end of the school year to review test scores, student portfolios and other assessment tools that will enable them to analyze the level of academic gains their students have made over the course of the year. Our program directors will play a critical and proactive role in ensuring that corps members have the appropriate diagnostic tools needed to assess their students' needs as well as compile and demonstrate evidence of this achievement.

PM Statement: Corps members will have an impact on student achievement, putting their students on a different academic track and thereby altering their life prospects. Through our regional support network, we will provide our corps members with access to a variety of diagnostic and assessment resources for their classrooms and to support their overall instructional approach, enabling them to raise the academic achievement of their students and make gains of one to two grade levels in a single school year. In years one, two, and three: we aim for 70, 75, and 80 percent of our corps members, respectively to provide evidence of measurable student gains in academic achievement of at least one-two grade levels thus altering the life prospects of over 6,000 students

Prev. Yrs. Data

National Performance Measures

Priority Area: Education

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

Service Category: Other Education

Strategy to Achieve Results

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

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

Result: Output

Result.

Teach For America-New Mexico estimates that 8260 students will start the year in our corps members' classrooms.

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

Target : Teach For America-New Mexico estimates that 8260 students will start the year in our corps members' classrooms.

Target Value: 8260

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

PM Statement: Teach For America-New Mexico will use an internal tracking system to track the number of students being taught by Teach For America-New Mexico corps members, estimating that this will be 8260 students.

Priority Area: Education

Performance Measure Title: ED2: Number of students who complete participation in an AmeriCorps education program

Service Category: Other Education

Strategy to Achieve Results

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

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

Result: Output

Result.

Teach For America-New Mexico estimates that 7434 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-New Mexico estimates that 7434 students will complete the year in our corps members' classrooms.

Target Value: 7434

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

PM Statement: Teach For America-New Mexico will use an internal tracking system to track the number of students who complete the year being taught by Teach For America-New Mexico corps members, estimating

National Performance Measures

Result.

that this will be 7434 students.

Priority Area: Education

Performance Measure Title: ED12: Number of AmeriCorps members who begin serving as teachers through a Teacher Corps program

Service Category: Other Education

Strategy to Achieve Results

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

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

Result: Output

Result.

Teach For America-New Mexico will place 140 AmeriCorps members as teachers.

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

Target : Teach For America-New Mexico will place 140 AmeriCorps members as teachers.

Target Value: 140

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

PM Statement: Teach For America-New Mexico will use an internal tracking system to track the placement of 140 AmeriCorps members as teachers.

Priority Area: Education

Performance Measure Title: ED13: Number of AmeriCorps members who completed serving as teachers through a Teacher Corps program

Service Category: Other Education

Strategy to Achieve Results

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

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

Result: Output

Result.

Teach For America-New Mexico estimates that 133 AmeriCorps members complete their service as teachers.

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

Target : Teach For America-New Mexico estimates that 133 AmeriCorps members complete their service as teachers.

Target Value: 133

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

National Performance Measures

Result.

PM Statement: Teach For America-New Mexico will use an internal tracking system to track the number of corps members who complete their year of service as teachers, estimating that 133 will do so.

Priority Area: Education

Performance Measure Title: ED14: Number of individuals (AmeriCorps members) teaching in high need public schools

Service Category: Other Education

Strategy to Achieve Results

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

Teach For America-New Mexico 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-New Mexico will place 140 AmeriCorps members as teachers in high-need public schools.

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

Target : Teach For America-New Mexico will place 140 AmeriCorps members as teachers in high-need public schools.

Target Value: 140

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

PM Statement: Teach For America-New Mexico will use an internal tracking system to track the placement of 140 AmeriCorps members as teachers in high-need public schools

Priority Area: Education

Performance Measure Title: ED15: Number of students in AmeriCorps teacher classrooms with improved academic performance

Service Category: Other Education

Strategy to Achieve Results

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

Teach For America-New Mexico 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-New Mexico estimates that 6020 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 : 6020 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.

National Performance Measures

Result.

Target Value: 6020

Instruments: Teach For America-New Mexico 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-New Mexico 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 6020 students.

Priority Area: Education

Performance Measure Title: ED16: Number of individuals (former AmeriCorps members) teaching in public schools in the year after term of service

Service Category: Other Education

Strategy to Achieve Results

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

Teach For America-New Mexico 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-New Mexico estimates that 16 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-New Mexico estimates that 16 former AmeriCorps members will remain teaching in the year after term of service.

Target Value: 16

Instruments: Teach For America-New Mexico 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-New Mexico 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 16 members.

Priority Area: Education

Performance Measure Title: ED17: Number of teachers (former AmeriCorps members) remaining in the education field, but not teaching in a public school (i.e., teaching in a private school serving a predominately low-income community, school support staff, school administration, district administration, policy, education non-profits, etc.) after their term of service

Service Category:

Other Education

Strategy to Achieve Results

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

Teach For America-New Mexico uses an internal tracking system to track the number of alumni (former

National Performance Measures

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

AmeriCorps members) who continue remain in the education field after their term of service.

Result: Intermediate Outcome

Result.

Teach For America-New Mexico estimates that 16 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-New Mexico estimates that 16 former AmeriCorps members will remain in the education field after their term of service.

Target Value: 16

Instruments: Teach For America-New Mexico 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-New Mexico 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 16 members.

Required Documents

Document Name

Status

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable