

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: 11AC125103		4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHMA0010002														
5. APPLICATION INFORMATION																	
LEGAL NAME: Boston Plan for Excellence DUNS NUMBER: 185064367		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Jesse Solomon TELEPHONE NUMBER: (617) 227-8055 FAX NUMBER: (617) 227-8446 INTERNET E-MAIL ADDRESS: JSolomon@bpe.org															
ADDRESS (give street address, city, state, zip code and county): 6 Beacon Street, #615 Boston MA 02108 - 3826 County:																	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 222667403		7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Community-Based Organization															
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):		9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps State		11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Boston Teacher Residency															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Boston, MA		11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 07/01/11 END DATE: 06/30/12		14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="MA 009"/> b.Program <input type="text" value="MA 009"/>															
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;">\$ 850,652.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 2,036,764.00</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;">\$ 2,887,416.00</td> </tr> </table>		a. FEDERAL	\$ 850,652.00	b. APPLICANT	\$ 2,036,764.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 2,887,416.00	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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g. TOTAL	\$ 2,887,416.00																
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: Jesse Solomon		b. TITLE: Executive Director, BPE	c. TELEPHONE NUMBER: (617) 227-8055														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:			e. DATE SIGNED: 05/04/11														

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Executive Summary

The mission of the Boston Teacher Residency (BTR) is to drive significant student achievement gains through the recruitment, preparation and support of exceptional teachers in Boston. For the 2010-2011 program year, BTR enrolled 70 members for 70 member slots (100%). The program recruits high-quality prospective teachers and, through a rigorous residency year with a mentor teacher and continued support, prepares them to become highly effective, long term teachers in the Boston Public Schools (BPS). BTR's current teacher retention rate is 85%.

Rationale and Approach

Rationale and Approach

Compelling Community Need

The Boston Public School District (BPS), like urban school systems across the country, is attempting to solve this country's most ambitious educational challenge: educating all of its students for success in the 21st century level. Unfortunately, BPS and similar urban districts around the country still have a significant distance to travel -- too many students are performing below proficiency standards on state standardized tests, too many students drop out of school before graduating high school, and substantial achievement gaps persist between white students and students of color and between wealthy students and those of more modest means.

Within Boston, a startling number of children are performing below proficiency standards or not graduating at all. Overall, eighty percent of students in the state of Massachusetts graduate from high school in four years; by comparison, the BPS graduation rate is only fifty-nine percent (Massachusetts Department of Education). According to the results from the most recent administration of the Massachusetts Comprehensive Assessment System (MCAS), approximately half of the tenth grade students attending BPS have not demonstrated academic proficiency in math and English, and the numbers are even worse for fourth-graders, where two-thirds of the students are performing below proficiency (see attachment of MCAS scores for all of Massachusetts and BPS). In order to thrive and

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positively contribute to the global society of the 21st century, all Boston students need to meet standards of proficiency.

There is a growing consensus within the education research and policy fields that teacher quality is the largest correlating factor with student achievement. A series of powerful research studies over the past decade clearly demonstrate that students have a greater chance of meeting standards of proficiency when taught by effective teachers who are well prepared and understand the complex environment of the urban classroom. Bill Sanders has shown that students with strong teachers three years in a row made reading gains that were 54% higher than comparable students with weak teachers for three years (Sanders and Rivers, 1996). Eric Hanushek has found that the quality of the teacher accounts for 7.5% of the variation in student achievement -- by far the largest single factor and about the same amount as a grade level (Rivkin, Hanushek and Kain, 1998). Hanushek concludes that having good teachers five years in a row could eliminate the average achievement gap between poor students and higher-income peers. On the flip side, there exists a disturbing correlation between classrooms with significant numbers of poor students and low-level instruction, and too often such classrooms are led by teachers who are not licensed in the appropriate content area (R. Ingersol, The Education Trust 2008).

Compelling research documents this correlation with the consequent unacceptable levels of learning by urban students documented above -- 40% of students dropping out of high school, half of high school students performing below proficiency. [Haberman, M. (1991). "Pedagogy of poverty versus good teaching," *Phi Delta Kappan*, 73, 290-294; Tharp, R. G., Estrada, P., Dalton, S. S., & Yamauchi, L. (2000). "Teaching transformed: Achieving excellence, fairness, inclusion, and harmony," Boulder: Westview Press; Allington, Richard L. "The schools we have. The schools we need." *The Reading Teacher*, Volume 48, Issue 1: 14-27; Elmore, Richard F. "Getting to Scale with Good Educational Practice," *Harvard Educational Review*, 66, No. 1 (1996): 1-26.] For students to reach proficient levels of achievement, it is imperative they have effective teachers who possess both the requisite strategies and dispositions to ensure that every student achieves at high levels.

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Compounding these findings is the equally alarming statistic that roughly one-half of all new teachers leave BPS within their first three years of teaching. A 2006 study of the Boston Public Schools estimated the cost of replacing a new teacher to be \$10,547, a second year teacher to be \$18,617, and a third year teacher to be \$26,687. The authors of this study estimate that in SY2004-2005, BPS spent over \$3 million replacing approximately 200 teachers who left the district in their first three years of teaching" (Curtis, R. & Birkeland, S.E. (2006). Ensuring the support and development of new teachers in Boston Public Schools: A proposal to address an urgent need. Boston, MA: Boston Public Schools). If Boston is to build a world-class teaching force capable of raising Boston's school children to proficient levels, the city needs teachers who will make a long-term commitment to teaching and serving BPS students for a number of years.

Poor student achievement coupled with high teacher attrition rates leaves BPS in a dire predicament. In direct response to BPS' needs, Boston Teacher Residency (BTR) was created by former BPS superintendent Thomas Payzant to help the district meet its goal of educating all children to high levels. BTR addresses the need to increase student achievement and the need to provide BPS with diverse, effective teachers who are well-prepared, have an understanding of the complex environment of the urban classroom, will fill high-needs areas such as math, science and special education, and are supported to teach for the long-term.

Description of Activities and Member Roles

By recruiting, training and placing seventy-five high-quality, full-time AmeriCorps members in fourteen BPS schools to serve Boston's children, BTR works to help Boston's students reach academic proficiency. By preparing and licensing members, over the course of their year of service, to go on to careers as teachers in BPS, BTR ensures its graduates are effective teachers in the urban classroom with a demonstrated commitment to Boston and its children. BTR enriches the BPS teacher corps with a steady infusion of diverse, well-prepared professionals to fill high-needs areas. BTR leverages one year of service into four by preparing members to be effective urban teachers who commit to stay and teach

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in BPS.

Members begin their year of service in July with graduate course work and classroom observations to prepare them to successfully enter their service terms in schools. Members are then placed together in cohorts of six or more at carefully chosen BPS schools (For further description of how BTR host schools are selected, see Section D-Organizational Capability) in 1st through 12th grade classrooms. Members serve full-time in schools four days per week; they serve primarily in one classroom with a mentor teacher who helps guide the member's development over the course of the year, though they do perform school-wide service as well. Members continue their graduate course work during one mid-week evening session and one all-day session every Friday. The unique design of the BTR graduate curriculum offered through the University of Massachusetts/Boston aligns coursework and service allowing members to maximize their learning and professional development to best serve the students of Boston. From the first day of school, members provide service by tutoring students who have fallen behind and instructing small groups and individual students during whole class sessions. Members quickly take on more responsibility in the first months of the school year. They take on the responsibility of leading classroom routines such as taking the class to lunch or introducing the day's lesson. Within a few weeks, members begin leading individual lessons for the entire class and eventually teach entire units of study. The members evolve towards a co-teaching model with their mentor teachers in which the member and mentor teacher together lead instruction. By the end of the school year, members have planned and led several significant curriculum units of study as well as continued individual instruction with the same small group throughout the year. Members also serve daily in a special education setting in their schools, working with students who have identified disabilities. Members assume joint responsibility with their mentor teachers for significantly increasing student achievement.

BTR requires members to develop and implement a school-based plan to recruit family and community volunteers into schools to increase the school's level of volunteer engagement. Members are required to work closely with their host school principals to gauge current family and community involvement in the

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host school and determine the school and community needs in this area. Members then develop and implement a "Family and Community Involvement Legacy Project" and recruit family or community volunteers into the school for ten hours of service per member.

Supervision of members takes place on many levels. The most immediate supervision is provided by the two mentor teachers (one in the regular education setting and one in special education) and the school-based supervisor called the BTR Site Director (See Section D-Organizational Capability for further descriptions of BTR staff roles). Members are in BPS classrooms four days a week and in formal training one day and one evening a week. This unique design maximizes member development, training and supervision so that members can provide the best service possible to the students of Boston. Support from AmeriCorps allows BTR to fill its program with seventy-five full-time, high-quality, community-oriented service members. Without funds from AmeriCorps, BTR would not be able to offer members stipends, health insurance and an educational award. These factors are critical in BTR's ability to attract applicants in a competitive manner and to secure their acceptance once member slots are offered. In the end, BTR is only able to provide a large number of well-trained teachers to BPS every year because of the AmeriCorps partnership.

Measurable Outputs and Outcomes

BTR AmeriCorps members will strive to improve achievement in core academic areas for high-need BPS students in grades one through twelve, eight hours per day, four days per week, for ten months.

Members will reach on average of twenty students per member at the elementary school level and eighty students per member in middle/high schools. BTR identifies and selects BPS grade-level, content area-specific assessment tools which members can use to measure their students' academic progress over the course of the school year. Members will administer assessments to their students and record results in the BTR database. Members will administer these assessments at the beginning, middle and end of the school year -- and will use the results to determine students' academic growth. At the end of the year, we

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intend that at least seventy-five percent of students in members' classrooms will have made at least one full year of academic progress, as measured by these internal assessments. In contrast, as described above, over half of BPS students are not making adequate yearly progress as reflected on the MCAS student achievement test.

Plan for Self Assessment and Improvement

As a learning organization, BTR is continually striving to improve its practice. BTR periodically seeks formal feedback from members, mentor teachers, site directors, host school principals, BPS administrators and BTR central staff. The lessons learned from our various constituents are then used to make program adjustments and improvements. Bi-monthly meetings between site directors, course instructors and BTR staff allow BTR to regularly revise and improve practices. Additionally, members complete mid-year and end of year surveys assessing the BTR curriculum; feedback from these surveys is used to modify future courses.

In order to maximize the data and use of knowledge gained from this model, BTR has recently implemented a secured web-based tracking system, using Efforts to Outcomes (ETO) software. This system enables BTR to track progress towards its outputs and outcomes by members, mentor teachers, site directors, course instructors and BTR program management staff. The BTR AmeriCorps Program Director brings years of experience as an ETO administrator and has been tasked with integrating BTR's AmeriCorps operations with this exciting data tool. This capacity and integration will afford BTR a depth of knowledge needed to increase our capacity for reflective self-improvement.

Community Involvement and Relationship to other National and Community Service Programs

BTR was designed and planned through extensive collaboration with leaders in BPS (including representatives from the various Curriculum & Instruction departments, the Special Education and English Language Learner departments, and the Office of Human Resources), and various community

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leaders and agencies. Community involvement continues to play a significant role in BTR. School principals provide valuable formal and informal feedback via surveys and discussions. BTR partners closely with community agencies and leaders to deliver its curriculum. A number of community agencies contribute to member's training, helping them to learn about their host schools' communities and assisting them as they develop their own networks of partners. In addition, many members come to BTR from these same community agencies, having worked at a community agency they decide to take the next step in their careers by enrolling in BTR.

In its recruitment of AmeriCorps members, BTR aims to attract community members who will be strong advocates for the local communities and liaisons between the schools and these communities. Many BTR members hail from communities of color in Boston and many either went to BPS themselves as students or are parents whose children attend a BPS school. To ensure a diverse and representative cadre of members, BTR works closely with local churches, faith-based agencies, community-based organizations, local foundations, and civic organizations in both the recruitment process and in designing and delivering our courses.

Additionally, BTR networks with other National and Community Service Programs. BTR has co-lead the efforts to plan and implement two annual Service Fairs. The second is scheduled for March 2009. The planning group includes BTR and other AmeriCorps programs: Boston Cares, City Year, Jump Start, Generations Inc, and Sports4kids. As a result of the Service Fair, the previously mentioned organizations have begun organizing a "Best Practices in Recruiting" group to reflect and explore ways of recruiting and retaining high-quality members. BTR will continue to work closely with community partners and expand this group as it is essential to our function and program mission.

Potential for Replication

More and more, residencies are being discussed as a promising solution to the teacher quality crisis across the country. BTR, and the residency model of service and teacher preparation it helped innovate,

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has been featured in several national publications: Edutopia magazine, EdWeek, and a recent report by The Aspen Institute. BTR was one of fifteen finalists for the 2008 Innovations in American Government award competition sponsored by Harvard's Kennedy School of Government. The residency model has even influenced federal Title II legislation; the recently passed reauthorization of the federal Higher Education Act includes a section supporting teacher residency programs.

To support replication of the residency model without distracting BTR from its mission, BTR co-founded a national organization called the Urban Teacher Residency Institute (UTRI). One of the key components of UTRI is a one-year program designed to support new cities as they start their own residency programs. This year, groups from the public school systems in Denver, New York, Philadelphia and Chattanooga are all participating and all plan to start residencies in the coming year. BTR is proud to be sharing what it has learned with these cities, and others who request information, as they attempt to replicate and improve upon BTR's work in their own school districts. BTR is excited by the momentum and potential generated by residencies in the last few years. Support from key programs such as AmeriCorps has helped make the residency movement in the U.S. a sustainable and replicable one.

Organizational Capability

Sound Organizational Structure

Ability to Provide Sound Programmatic and Fiscal Oversight

BTR is managed through a tight partnership between the Boston Plan for Excellence (BPE) and BPS. Established in 1984, BPE is a local education foundation dedicated to improving the city's public schools. In close partnership with the BPS, the organization works to strengthen instruction in all classrooms. The independence and strength of BPE ensures an important measure of accountability for BTR. In partnership with the district, BPE has raised more than \$60M since 1996 from local and national funders and has overseen major grants from the Annenberg Foundation, Carnegie Corporation, Wallace-Reader's Digest Funds, Nellie Mae Education Foundation, and the U.S Department of

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Education, as well as dozens of smaller grants from various funders. BPE is consistently chosen by national and local foundations as the fiscal manager of their grants to BPS. BPE successfully manages a \$9M budget each year. BPE has overseen BTR's successful management of both an AmeriCorps Education Award-only and full AmeriCorps grants.

BTR works with a limited number of host schools, selecting them in collaboration with the Superintendent and her senior staff. Schools complete a letter of application which confirms they meet AmeriCorps criteria and three specific criteria necessary to be an effective host school. Each school must have 1) a critical mass of teachers with the necessary skills to serve as mentor teachers, 2) a collaborative culture that encourages open, data-based discussion about teaching and learning, and 3) school leadership that supports the work of BTR. BTR staff members then visit each school, meeting with administrators and faculty and observing potential mentor teachers in their classrooms. There is no funding relationship between BTR and its host sites.

Currently BTR is partnering with fourteen host schools of which ten have been committed host sites for at least four years. BTR employs two Field Directors who directly supervise the host schools and monitor the schools for compliance during bi-weekly visits to the schools. Critical to the growth of a shared vision between BTR and BPS, the BTR Field Directors meet with the whole group of site directors on a bi-weekly basis to reflect on program data and manage the implementation of program procedures. The combination of the school-based supervision and the program-wide meetings ensures that the BTR mission and vision is maintained at each site.

Board of Directors, Administrators, and Staff

BPE is overseen by a volunteer board of directors, and BTR maintains a separate advisory board of education experts. BTR is jointly overseen by Ellen Guiney, Executive Director of BPE, and Barbara Adams, BPS Chief Academic Officer. Ms. Guiney formerly served as chief education advisor for the U.S. Senate Labor Committee in the 103rd Congress and was one of the Democratic staff leaders on the

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reauthorization of Goals 2000 and ESEA in 1995. Ms. Guiney holds degrees from Boston College and Le Moyne College. Ms. Adams has served as the Chief of Schools for the Portland (OR) Public Schools, as Regional Superintendent for the West Contra Costa Unified School District in Richmond, CA, and as a school principal in San Mateo, CA., and Foster City, CA. Her career began in the Portland Public Schools as a classroom teacher. Ms. Adams holds a bachelor's degree from Mundelein College-Loyola University, a master's degree from Western Oregon State University, and a master's degree from the Harvard Graduate School of Education.

Jesse Solomon is Co-Founder and Director of the Boston Teacher Residency. Mr. Solomon taught middle and high school math for ten years at the King Open School (Cambridge), Brighton High School (Boston), and City On A Hill Public Charter School (Boston), where he was a founding teacher, lead teacher for curriculum and instruction, and a member of the board of directors. While at City On A Hill, he founded The Teachers' Institute, a school-based teacher preparation program. He has been an instructor at the Harvard Graduate School of Education and is a National Board certified teacher. Mr. Solomon holds a B.S. in mathematics from M.I.T. and a M.Ed. from the Harvard Graduate School of Education.

Shoma Haque, Deputy Director of Operations and Administration, has experience in non-profit operations, fundraising and grants management, and program implementation and evaluation. Most recently, she was the Deputy Director at Nuestra Comunidad Development Corporation. She previously held positions at City Year National, the City of Somerville, Center for Women & Enterprise, and Deloitte Consulting. Shoma has a B.S. from the University of Pennsylvania and an M.S. in Urban Planning from MIT.

Diana McCown is the BTR AmeriCorps Program Director. She has worked at a number of non-profit organizations to help them become more outcomes-focused; these include the Community Preservation Development Corporation in Washington, D.C., Workforce Essentials in Clarksville, Tennessee and Vanderbilt University. She has also taught French in Tennessee and served as Director of Graduate

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Admissions at Catholic University in Washington, D.C. She holds a M.Ed. from Vanderbilt University and a B.A. from The University of Dayton.

Both Ms. McCown and Ms. Haque have worked in AmeriCorps-funded organizations and have been involved with grants management for funders such as AmeriCorps, Small Business Administration, NeighborWorks America, and United Way. Ms. Haque oversees BTR's overall AmeriCorps program and manages BTR's systems with regards to member recruitment and selection, grant submissions and reports, member supervision, training and hours, and financial management. Ms. McCown is the point person for members, manages their files, and oversees the Efforts to Outcomes evaluation system.

Yves Montima is the controller for the BPE and BTR. Mr. Montima has a B.S. in Accounting combined with formal training in nonprofit management. Having worked in the non profit sector as Senior Financial Analyst and Accounting Manager, Mr. Montima has extensive experience in grants financial accounting. He also has a strong background in general accounting principles. He most recently served as a Regional Accounting Manager for ten years at a nationwide long term healthcare company.

Theresa Haas joined the Boston Teacher Residency in April, 2008 as Administrative Assistant. Ms. Haas brings over twenty years of experience as a legal assistant/paralegal. Her work over the years has required attention to detail, accuracy, and strong organizational abilities, which she utilizes in her work for BTR. Ms. Haas is BTR's point person for member timesheets. She obtains member timesheets every Monday and enters all necessary information into WBRS. She contacts members by Tuesday if they have missing or inaccurate timesheets in time to rectify the situation by Friday of each week. Ms. Haas also ensures that members are notified on a monthly basis regarding their total service and training hours to date.

BTR's daily operations are run by a leadership team consisting of a Curriculum Director (who supervises the graduate curriculum for members), two Field Directors (front line supervisors of BTR host schools and site directors), and an Induction Director (working with BTR graduates in their their roles as BPS teachers of record). All BTR central staff bring significant experience as urban teachers and in teacher

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preparation. Before joining BTR, Curriculum Director Marcie Osinsky oversaw a Wheelock College-BPS joint initiative professional development school. One Field Director, Hollee Freeman, recently worked as an instructional coach, an educational researcher and an adjunct faculty member in education departments at local colleges. The other Field Director, Susan Berglund, was a BTR Site Director and managed a partnership between Massachusetts General Hospital and a BPS middle school. Lynne Godfrey, BTR Induction Director, brings many years of experience as a math teacher and coach. Front line supervision and support of members is provided by mentor teachers and site directors. Mentor teachers are BPS teachers of record who have opened up their classroom to mentor a BTR AmeriCorps member. Site directors are based in each BTR host school and play an active role in supervising and supporting the relationship between mentor and member.

Plan for Self-Assessment or Improvement

Striving for self improvement, BTR engaged The Bridgespan Group, a nonprofit consulting groups, in a five-month business planning process in the first half of 2008 to create a five-year strategic plan. The results of this business planning process have begun to inform BTR's work and will serve as a roadmap to sustainability over the next five years. In addition, independent audits are conducted annually. BTR conducts bi-weekly staff meetings which bring together all BTR staff for a time of reflection and problem-solving towards best practice within our work. Senior management of BTR and BPE meet monthly to review organizational capacity and address issues.

Plan for Effective Technical Assistance:

BPE is responsible for managing BTR's finances and for providing both financial and programmatic oversight. As such, it provides technical assistance on an as-needed basis. BTR runs a three-day required mentor teacher training program during the summer and continues with monthly trainings during the school year. Host schools are also provided with an AmeriCorps orientation and training as needed. BTR Field Directors meet on a bi-monthly basis with all school-based site directors and hold individual

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monthly supervisory meetings with site directors. BTR central staff provides technical assistance to host schools in a differentiated manner based on the findings from these meetings. In addition, each BTR staff member has available to them a professional development fund to ensure that they receive the training and support they need. BTR members, as well as most other staff (mentors, site directors, instructors, program staff) have access to BPS' full complement of professional development offerings. Using these resources, BTR is able to assess members' and staff needs and match them to the appropriate training.

Sound Record of Accomplishment as an Organization

Volunteer Generation and Support

BTR is actively engaged in generating volunteers and support. The BTR Buzz Team is comprised of BTR graduates who are actively involved in recruiting new applicants. A number of graduates expressed a desire to become more involved in the recruitment process and asked BTR to create a more formal role for them. In response, BTR created the Buzz Team. The Campus Recruitment Team is comprised of college students with a connection to Boston and strong support and belief in BTR. These campus recruiters have expressed an affinity for BTR and a desire to be involved -- even before they are eligible themselves. The Campus Recruitment Team connects the BTR recruitment staff to campus events and university faculty and staff in order to broaden the BTR network. The BTR admissions process would not be possible without volunteers. All BTR applications are read and evaluated by a volunteer staff of education professionals. Likewise, all BTR raters serving on Selection Day are volunteers. A number of mentors, site directors and instructors volunteer to support the admissions process. In each of the above cases, BTR has benefited from the fact that there are a number of people who believe in the program's work and want to volunteer to support its continued growth and improvement.

Organizational and Community Leadership

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BPE has a distinguished record as a local education foundation, having recently been selected by the Public Education Network as the most effective of its eighty-four members. BPS won the 2006 \$1 million Broad Prize in education -- honoring the U.S. urban school district making the greatest progress in raising student achievement. BTR's pre-professional teacher residency was recognized in 2007 by Edutopia magazine as one of ten national innovations in teacher training. Most recently, Harvard's Kennedy School of Government named BTR one of the fifteen finalists for its Innovation in American Government Award out of a pool of over 1,000 applicants. The BTR Director was recently named a Barr Foundation Fellow which "honors the contributions of the most gifted and experienced leaders in the Boston area."

Success in Securing Match Resources

BTR has been successful in securing match resources for all of its AmeriCorps grants. In its three years as an AmeriCorps program, BTR has easily exceeded the match requirements. In 2006-07, AmeriCorps funds represented approximately 23% of BTR's total budget and BTR was able to raise the other 77%. In 2007-08, AmeriCorps funds represented approximately 22% of BTR's total budget and BTR raised the other 78%. In the current year (2008-09), AmeriCorps funding represents approximately 24% of the total budget, and BTR has already raised the other 76%.

Success in Securing Community Support

Collaboration

BTR maintains and nurtures partnership at a number of levels. BPS host school sites help us learn how best to support members to be effective advocates and teachers. Numerous community agencies help members understand the realities of the lives of the city's children and begin to see the broad spectrum of strengths that their students' communities have to offer. For example, organizations with strong neighborhood ties such as the Hyde Square Task Force or the Dudley Street Neighborhood Initiative host a cohort of members and teach them about the neighborhood, its history, and key issues. Other

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organizations whose work overlaps with BTR's, such as the city of Boston's Street Workers program, attend the members' seminar and help members better understand the issues that their students are engaged with on a daily basis. Partner churches and community members help us recruit members. Our partnership with UMass/Boston allows an ongoing dialogue about what is required to prepare effective teachers. BTR works with various BPS departments to inform how we support members to work with children.

Local Financial and In-Kind Contributions

BPS has increased its support of BTR program costs to 50% in SY2008-2009 from 25% in SY2005-2006. This growth of support and key role as primary funder, particularly for a cash-strapped urban school district in a time of great fiscal stress, coupled with verbal support (see attached letter from the superintendent) signifies an impressive degree of confidence in BTR. While the district has faced a budget shortage for two years in a row now and had to cut programs, their support has helped establish BTR as one of its top funding priorities.

The Boston Plan for Excellence contributes overhead support in an in-kind manner to BTR as the program has grown over the years -- more than quadrupling in size and budget since its inception. BTR has support from a number of local foundations, including the NBT Trust, Braitmayer Foundation, Pierce Charitable Trust, and Smith Family Foundation, as well as foundations located in other cities such as the Motorola Foundation and the Stone Foundation. This funding continues to grow each year.

Wide Range of Community Stakeholders

As described above, since its founding in 2003, BTR has developed an increasingly diverse and broad network of community organizations with whom we have partnered in the recruitment, placement, and training of our Members. (Some of our partner organizations include; Alternatives to Community and Environment, Black Ministerial Alliance, Boston Area Youth Organizing Project, Greater Boston

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Interfaith Council, Hyde Square Task Force, Ten-Point Coalition, Boston Parent Organizing Network, Boston Partners in Education, Greater Boston Chamber of Commerce, The Boston Foundation, Boston Private Industry Council, the Mayor's 2- 6 p.m. Initiative, Mildred Ave Community Center, Project Hip Hop, Project Right, City School, Dudley Street Neighborhood Initiative, Allston-Brighton Community Development Corporation, South End Technology Center at Tent City, Crittenton Hastings House, Geiger Gibson Health Center, and Dorchester House Multi-Service Center). BTR will continue to work closely with community partners and expand this group as it is essential to our function and program mission.

Cost Effectiveness and Budget Adequacy

Cost Effectiveness

Diverse Non-Federal Support

BTR has always been funded through a strongly diversified set of funding streams, including federal, state, local and private foundation funds. In our current year, for example, BTR has a total budget of approximately \$3.35M. Of that amount, AmeriCorps funding makes up approximately one-fourth the total. In addition, local funds from the BPS make up nearly half the costs, and BTR has raised other funds to cover the remaining quarter. BPS has committed to be the majority funder of BTR in the long-term, and BTR is in the midst of a number of multi-year commitments from local foundations.

Decreased reliance on Federal Support

BTR has a diverse funding base, as exemplified in our budget. Due to the strong local support from foundations and BPS we are able to continue to grow and deepen our reach without a commensurate increase in federal funds. As such, BTR's request for federal funding is not increasing; BTR's request for funding of seventy-five AmeriCorps members is the same as its previous grant cycle. While BTR's budget and program continue expand to meet the BPS' needs, the program's reliance on federal support is not expanding.

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Budget Adequacy

BTR has finished the year within budget in each of its first five complete program years, and all costs listed here are projections based on actual expenditures in the first five years. BTR has just completed an extensive business planning project with The Bridgespan Group resulting in a five-year plan with detailed financial projections. The AmeriCorps budget attached here is a result of those financial projections.

Evaluation Summary or Plan

BTR is working with the BPS and Tom Kane, Director of Harvard's Project on Policy Innovation in Education (PPIE), to create a value-added student achievement model and to use that model to measure the effect on student achievement of the member-mentor teacher pairs and of the graduates of the BTR program. It is intended that this study will lay the groundwork for future collaboration with the BPS to answer a broad set of questions about student achievement impacts of various initiatives -- enabling the district to compare impact per dollar for a number of its programs.

PPIE has worked closely with BTR and BPS to design an appropriate research study and to begin to assemble the necessary database. We have recently assembled a new database which contains both student and teacher level data, enabling us to begin to draw connections between student outcomes and teacher inputs. Across the country, the debate about how best to recruit, prepare and support new teachers is an active one; this collaboration has the potential to make a significant contribution to the research base. In the last year, a first draft of a growth model has been completed. The number of BTR graduates required to produce statistically reliable results has not yet been reached -- though it is hopeful that preliminary results will be gained through the addition of the 2007-08 and 2008-09 student achievement assessments.

Amendment Justification

N/A

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Clarification Summary

Program Dates: July 1, 2010-June 30, 2011

FY10 Programmatic Clarification Response

Question: Under the section for enrollment the applicant states that of the 84 members enrolled for the 2007 school year, 72 were eligible to be members. Please clarify how the program can enroll members who are not eligible to serve.

Response: In 2007 there were 84 Boston Teacher Residency program participants, of which 72 were eligible and enrolled as AmeriCorps Members. The remaining 12 individuals participated in the program but were not charged to the grant.

Question: The applicant states a staff member will ensure member enroll and exit by obtaining member timesheets and entering information into WBRS. Since WBRS retirement, how does the program track member hours and performance?

Response: Member hours and performance is currently being tracked in our Efforts to Outcomes (ETO) database. Members sign and submit their timesheets weekly. Service hours are entered into ETO by the BTR Program Assistant. Member performance is assessed monthly by his/her mentor teacher and site director using the Dimensions of Effective Teaching rubric. Member/mentor pairs and their site director meet to discuss the monthly assessment and all data from this meeting is documented in ETO.

Members receive regular communications from the Program Assistant regarding their timesheet status and their hours logged to date. At the end of the program year, the AC Program Director exits members in eGrants per CNCS guidelines.

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Question: The applicant proposes to change program period to 7/01/2010. Please ensure member enrollment dates do not overlap with previous year.

Response: The request to change program dates will allow the BTR AmeriCorps program to closely mirror the Boston Public Schools academic school year. Our current Corps will complete their 1700 service hours well before June 30, 2010 and will be able to be exited prior to June 30, 2010 allowing for the 10-11 member Corps to be enrolled on July 1, 2010. Additionally, we received CNCS approval to officially change the 09-10 end date to June 30, 2010.

Criminal History Checks:

Please verify that criminal background checks will be conducted on all grant funded staff and members. The budget does not include costs for criminal background checks for staff. Please explain how these costs will be covered.

Response: Given that BTR's members are serving in the Boston Public School System, BTR has always been required to run criminal (CORI) and sexual abuse (SORI) history checks in the state of Massachusetts and the member's state of residence if different from Massachusetts at the time of program application. Starting in August 2010, BPS will be providing CORI/SORI checks for all Boston Teacher Residency members (please note this amount is accounted for in our matching funds). BPS will issue BTR a letter indicating the results of these checks for each member's file. In addition BTR and MSA will have access, upon request, to view all CORI/SORI checks via BPS Human Resources.

All CORI/SORI checks will be run on all BTR staff. For any new staff, a CORI/SORI check will be run at the time of hire.

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FY10 Budget Clarification Response

Question: Clarify calculation for FICA because it seems below 7.65%. Please submit a copy of your FICA waiver.

Response: The 7.65% has been broken into 6.2% FICA and 1.45% Medicare. Letter from the Department of Treasury regarding the FICA waiver is on file with our state commission.

Question: Provide breakout for \$2000 CNCS sponsored meeting.

Response: \$2000 has been budgeted for CNCS sponsored meetings to cover the following: For the national conference-\$400 registration fee, \$400 airfare, \$450 3 nights/ hotel and \$100 3 days/per diem; Local travel to AmeriCorps Program Director meetings-\$650 to cover mileage for bi-monthly meetings and mileage/hotel/ per diem for annual August meeting.

Question: The line item for member gear at \$35 per member appears to be incorrect.

Response: \$50 per member for 70 members has been allotted for member gear. The budget has been amended to reflect this.

Question: Provide an overview of the training for mentoring teachers.

Response: Because the member-mentor relationship is so essential, BTR has developed a differentiated professional development and aligned mentor assessment system. Mentor training modules are offered

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as pre-mentoring courses in the summer, as well as monthly trainings throughout the school year. The monthly mentor leadership course focuses first and foremost on student engagement and achievement, but brings in everything from differentiating content to literacy, special education and ESL supports. Using the Dimensions of Effective Teaching and the Dimensions of Effective Mentoring as frameworks, mentors review case studies, videos, student work, assessment data and lesson plans as they learn strategies for coaching novice teachers and delivering data-based feedback on instruction. To support the alignment between BTR coursework and classroom practice, mentors also explore core themes of the residency curriculum (e.g. equity, inquiry and collaboration) within the context of the mentoring relationship.

Question: Under line item B. Member Support Costs, please clarify criminal history checks are budgeted for all grant-funded staff (including those who are matched to the grant) and members.

Response: Response: Given that BTR's members are serving in the Boston Public School System, BTR has always been required to run criminal (CORI) and sexual abuse (SORI) history checks in the state of Massachusetts and the member's state of residence if different from Massachusetts at the time of program application. Starting in August 2010, BPS will be providing CORI/SORI checks for all Boston Teacher Residency members (please note this amount is accounted for in our matching funds). BPS will issue BTR a letter indicating the results of these checks for each member's file. In addition BTR and MSA will have access, upon request, to view all CORI/SORI checks via BPS Human Resources.

All CORI/SORI checks will be run on all BTR staff. For any new staff, a CORI/SORI check will be run at the time of hire.

FY09 Programmatic Clarification Response

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Question: The program provided data that is 10 years and older to support the compelling community need. The program needs to provide more up-to-date statistics.

Response: There is a growing consensus within the education research and policy fields that teacher quality is the largest correlating factor with student achievement. A series of powerful research studies over the past decade clearly demonstrate that students have a greater chance of meeting standards of proficiency when taught by effective teachers who are well prepared and understand the complex environment of the urban classroom. A 2006 study published by The Education Trust's Heather Peske and Kari Haycock (Teacher Inequality: How Poor and Minority Students are Shortchanged on Teacher Quality, 2006), found that poor and minority students consistently do not have access to highly qualified teachers. The report states that, "Poor and minority children don't underachieve in school just because they enter behind; but also because the schools that are supposed to serve them actually shortchange them in the one resource they most need to reach their potential - high quality teachers." In a report for the Brookings Institution, (Identifying Effective Teachers Using Performance on the Job, 2006), Robert Gordon, Thomas Kane and Douglas Staiger further highlight the impact of effective teachers in high need classrooms, "Having a top-quartile teacher four years in a row would be enough to close the black-white test score gap." Locally, the Boston Public Schools (BPS) projects a series of dramatic needs for teachers in high-needs areas. For example, the BPS has an immediate need of 98 certified ESL teachers and 45 special education teachers to meet the existing demand (BPS Office of Human Resources, personal communication, March 24, 2009).

Compounding these findings is the equally alarming statistic that roughly one-half of all new teachers leave BPS within their first three years of teaching. A 2006 study of the Boston Public Schools estimated the cost of replacing a new teacher to be \$10,547, a second year teacher to be \$18,617, and a third year

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teacher to be \$26,687. The authors of this study estimate that in SY2004-2005, BPS spent over \$3 million replacing approximately 200 teachers who left the district in their first three years of teaching (Curtis, R. & Birkeland, S.E. (2006). Ensuring the support and development of new teachers in Boston Public Schools: A proposal to address an urgent need. Boston, MA: Boston Public Schools). If Boston is to build a world-class teaching force capable of raising Boston's school children to proficient levels, the city needs teachers who will make a long-term commitment to teaching and serving BPS students for a number of years.

Question: Please clarify the role of the community volunteers as it is unclear exactly what volunteers will do in the schools.

Response: Each member is required to complete a Community Service Project that serves the needs of their host school. The project requires that each member conduct a needs assessment of the school in conjunction with the school principal and other key staff, so as to be able to better match projects to school needs. Given the diversity of needs found during these pre-assessments, we see a wide variety of community projects in which volunteers serve in different capacities. The common thread throughout all projects is student achievement. In the past volunteers have served in projects that focused on literacy gains (providing tutoring or group reading instruction), while others focused on science enrichment (assisting with science fairs). While it is impossible to predict the exact duties of the volunteers in each school in a particular year, the project's structure ensures that the members are recruiting volunteers who can have a positive effect on student achievement.

Question: The program should clarify being out of compliance with exiting members. On average, the program is exiting members 63 days after completing the program. This puts into question their ability

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to manage a multi-site program.

Response: BTR acknowledges there have been some untimely delays regarding member exit processes in the past. We have made significant staffing changes in the past year. We have recently hired three new staff members with extensive administrative and non-profit management experience to manage our AmeriCorps grant requirements: Diana McCown, AmeriCorps Program Director; Shoma Haque, Deputy Director of Operations and Administration; and Theresa Haas, Assistant to the Director.

Ms. Haque oversees BTR's overall AmeriCorps program and manages all internal systems with regards to member recruitment and selection, grant submittal and reports, member supervision, training and hours, and financial management.

Ms. McCown is the point person for members. Members have the opportunity to meet with Ms. McCown every Friday during their resident cohort meeting, submit their timesheets, ask questions, and request reasonable accommodations. Ms. McCown also manages all of the member files. She does an extensive member file check every quarter to ensure accuracy and completeness of files. As we move forward, Ms. McCown will be ensuring that members are entered and exited from the system on a timely basis. After the AmeriCorps contract is signed, the member will be entered into WBRS within one business day and will begin accumulating service hours from that date. For exiting members, their exit form completion will coincide with the date of their last time sheet, and they will be exited from WBRS within one business day.

Ms. Haas is now tracking member timesheets. She obtains member timesheets on Mondays and enters this information into WBRS. Ms. Haas contacts members by Tuesday if they have missing or inaccurate timesheets in time to rectify the situation by Friday of each week. Members are also notified on a

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monthly basis regarding their total service and training hours to date. BTR member timesheets are now more accurate, timely, and organized.

Each of these staff members are committed to high standards with regards to AmeriCorps grant compliance. As a result, we are confident that BTR will be able to successfully manage an AmeriCorps grant for the 2009-2012 funding cycle as demonstrated by our successful monitoring site visit, including member file review in December, 2008.

FY09 Budget Clarification Response

Question: Section I - The Grantee portion of the Personnel and Fringe Expense appears to have been written for the Boston Plan for Excellence Program, not the AmeriCorps program, making the Grantee portion of the Personnel and Fringe Expense incorrect. Please ask applicant to re-write their budget so that only the AmeriCorps program is reflected.

Response: Budget amended in Budget Section

Question: Section H: Please clarify this is an AmeriCorps Program evaluation. If not, then please ask Applicant to pro-rate the portion that will be an evaluation of the A/C program.

Response: Evaluation plan has been itemized and pro-rated to reflect the AmeriCorps program evaluation portion.

Question: The program needs to clarify the difference in the number of recruiters listed in the budget (two) and the number in the program narrative (three).

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Response: There are a total of three recruitment staff: two recruiters and one admissions associate. The narrative references all three recruitment staff members (grouping together the two recruiters and one admissions associate), while the budget lists staff by position (separating out the two recruiters from the one admissions associate).

Question: Please clarify the need for flying when conducting recruitment travel.

Response: Part of BTR's mission and its charge from the Boston Public School System is to recruit a diverse population of service members. In addition to an extensive local recruitment plan, we recruit individuals from Historically Black Colleges and Universities, primarily located in the southern regions of the United States, and at the University of Puerto Rico - which offers a testing site for the Massachusetts Test for Educator Licensure. As a result of our extensive recruiting, over half of each year's service corps is made up of members of color. In response to the economic climate, we have tightened our belt on items such as recruitment travel, but still believe that some travel is critical if we are to continue our recruitment success.

Question: Please clarify the need for curriculum consultants when the program has a full-time curriculum director.

Response: While serving the children of Boston, BTR service members are completing a rigorous Master's degree program as part of their member training. In addition BTR has been directed by the Boston Public Schools to add a new course track to its program - preparing English as a Second Language (ESL) teachers. In addition, it has been charged with revamping its special education licensure track to meet expanded district needs. The BTR Curriculum Director oversees the entire BTR

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curriculum, including creation of new courses. In order to design new components of the curriculum -- such as the new ESL licensure track or the revamped special education track - the Curriculum Director needs experts in the field with specific knowledge to deepen our work. BTR's mission is to prepare teachers who will close our nation's enduring achievement gaps. It is only by preparing state-of-the-art teachers that we can hope to accomplish this goal.

Question: The program should itemize the cost of the evaluation plan.

Response: Response: Evaluation plan has been itemized and pro-rated to reflect the AmeriCorps program evaluation portion.

Question: Please provide the daily consultant rate.

Response: \$500/day noted in budget

Question: The program must include criminal history checks in the budget as members are serving a vulnerable population.

Response: Amended in budget

Question: Please provide documentation that verifies the program not having to budget for FICA.

Response: Letter from the Department of the Treasury stating FICA withholding exemption is on file with the State Commission.

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Question: Please clarify the lack of workers' compensation costs in the budget.

Response: Amended in budget

Question: Please adjust the amounts in the Source of Funds section to reflect the actual match provided for each section in the budget.

Response: Amended in budget. Our original application budget was based on the assumption of a \$1.6M BPS contribution to BTR for FY2010. Due to budget short-falls BPS has been forced to cut its contribution to BTR in half to \$800,000. We have submitted a number of funding requests to cover the short-fall. To date we have closed approximately one third of our funding gap and have a number of requests pending.

Continuation Changes

Executive Summary

The mission of the Boston Teacher Residency (BTR) is to drive significant student achievement gains through the recruitment, preparation and support of exceptional teachers in Boston. For the 2010-2011 program year, BTR enrolled 70 members for 70 member slots (100%). The program recruits high-quality prospective teachers and, through a rigorous residency year with a mentor teacher and continued support, prepares them to become highly effective, long term teachers in the Boston Public Schools (BPS). BTR's current teacher retention rate is 85%.

2010-2011 CONTINUATION INFORMATION

2010-2011 Proposed changes- Boston Teacher Residency (BTR) is not proposing any changes to our Performance Measures or the scope of the program. However, given the academic calendar year of the

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Boston Public School System, we request to change our program dates to July 1, 2010 -- June 30, 2011. A change in program dates not only aligns better with our program operations but will also allow BTR to enroll members earlier for training.

Enrollment-For the 2009-2010 program year, BTR made some minor changes in the selection process, allowing for AmeriCorps Alumni to be program participants while still enrolling an AmeriCorps cohort of 70 members.

For the 2008-2009 program year, BTR enrolled 71 members for 75 member slots (95%). For the 2009-2010 program year, BTR has enrolled 70 members for 70 member slots (100%).

Retention-BTR completed the 08-09 service year with an 86% retention rate. Our goal is for each of our members to complete his/her service year. Unfortunately, there are always unforeseen circumstances that arise, such as health concerns or personal reasons for leaving the residency. BTR traditionally surveys its members at the mid-point of the service year for programmatic feedback. The results from the survey are used to inform immediate work as well as planning for the next program year. BTR also has a Member Advisory Committee which meets regularly and provides a member voice to BTR Administration. Finally, a Resident Support Team, comprised of BTR staff, meets monthly to discuss the best ways to support and retain members who may be experiencing some challenges in the program.

2010-2011 Budget-The attached BTR budget reflects an increase in cost per MSY to cover the federally approved increase in Member living allowance. Additionally, Member Support Cost have also been increased to cover the rise of cost of health care, service gear and worker's compensation.

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2011-2012 CONTINUATION INFORMATION

2011-2012 Proposed changes - Boston Teacher Residency (BTR) is not proposing any changes to our Performance Measures or the scope of the program for 2011-2012.

Enrollment- For the 2008-2009 program year, BTR enrolled 71 members for 75 member slots (95%). For the 2009-2010 and 2010-2011 program years, BTR enrolled 70 members for 70 member slots (100%).

Retention- BTR finished the 2009-2010 school year with an 85% retention rate. While we expect to lose about 10% of Residents per year due to the rigor of the program and health or family concerns, we are committed to ensuring that residents receive optimal supports during their time with BTR. This year, the Curriculum and Field teams are working very closely with all site directors, mentors, and course instructors to set forth a coherent agenda for the Residents to ensure a deep level of support. The addition of myBTR – an intranet forum for the BTR community, in which instructors post assignments, course updates and due dates, and staff share evaluation rubrics, assessment data collection schedules and other essential information – is a huge step forward in streamlining the myriad BTR program components for Residents. We also sent out an early resident survey this year, to get feedback on any elements of the program posing difficulties – and program staff are responding to all issues in coursework and field elements. This is in addition to the resident survey of mentors and site directors that BTR has used each year to gauge resident progress through courses and fieldwork.

We also are putting into place new initiatives to ensure that the highest quality candidates - those with the characteristics predictive of success in BTR and throughout their years teaching in the BPS - are accepted to the program. We built an Admissions Committee consisting of graduates, mentors and site directors, and BTR and BPS staff members. This ensures that applications are read by a varied cross-

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section of BTR and BPS, while also providing a constructive forum for in-depth discussion regarding candidates, dispositions and qualifications in relation to BPS hiring needs.

2011-2012 Budget-The attached BTR budget reflects an increase in cost per MSY to cover the rise of cost of health insurance and member gear, the addition of fingerprinting, and the inclusion of the AmeriCorps Program Director in the budget. Percentages of personnel time also have been updated to reflect staff time spent in direct work with AmeriCorps members. Mentor and instructor stipends have increased due to the addition of more intensive training modules, particularly around differentiating instruction for English Language Learners. Recruitment travel costs also rose slightly this year, as BTR recruiters have increased their direct time with high-leverage university contacts and at career fairs to discover and cultivate high-quality candidates. We have expanded our ongoing programmatic evaluation with Harvard, and have changed the evaluation costs to reflect this.

FY11 Clarification Items

May 4, 2011

This application is under consideration for a grant in the amount of \$850,652, 70 Member Service Years (MSYs) and 70 member positions.

Budget Clarification Items:

(1) Please revise the budget to equal the funding and MSY amount listed above.

Please see revised budget attached.

(2) Program claims FICA exempt. Please provide letter of exemption to CNCS.

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The FICA exemption letter is on file at the Massachusetts Service Alliance, the state commission for CNCS.

(3) Section G. Staff and Member Training: Please provide a description of member training at \$600/day.

This covers the cost of graduate-level course instructors for the members' teacher training curriculum. Each three-credit course assumes twelve full days of instructor time (ten full teaching days + two prep/grading/meeting days). At the rate of \$600 per day, the curriculum costs \$7,200 per course.

(4) H. Evaluation: Provide justification of evaluation costs.

BTR's goal is to ensure that all students make at least one year's worth of progress. BTR estimates a \$25,000 cost to contract with Education Matters to conduct a program evaluation of the AmeriCorps program's impact on student achievement. This estimated fee is based on Education Matters' previous contracts with BTR. With a 50 day target for evaluation completion, the rate is estimated to be \$500 per day for their research team.

(5) Criminal history checks must be conducted on all members, employees or other individuals who receive a salary, education award, living allowance, stipend or similar payment from the grant, regardless of whether these costs are coming from federal or non-federal share. Criminal history background checks include a search of statewide criminal history repositories and the National Sex Offender Public website for all members and employees as described above. And FBI check is also required for members, employees or other individuals with recurring access to vulnerable populations.

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A detailed description of the requirements can be found at <http://www.nationalservice.org/criminal-history>. Please verify that criminal history checks will be conducted on all members, employees and other individuals described above. You may revise the budget to include these costs, if necessary but may not exceed the level of funding for which you are under consideration.

Criminal history checks will be conducted on all members, employees, and others associated with the AmeriCorps program. CORI checks are provided in-kind by the Boston Public Schools and appear in the match section of the budget. FBI finger printing costs were originally budgeted in our CNCS costs, but due to CNCS's request that we lower our request, BTR will assume these costs.

(6) Under Source of Funds: Confirm that the use of US Dept of Education transition to teaching funds is approved to be used as match.

Upon further investigation, BTR has selected other sources of revenue as match funding for AmeriCorps. Please see revised budget for new match funders.

Performance Measure Clarification Items:

(1) Developing Members in Pre-Professional Service Performance Measure: Is it realistic that 85% members will be offered teaching positions? The end outcome may need to be revised.

This performance measure reflects our success to date: On average, 85% of members move into teaching positions within the Boston Public Schools after graduation. BTR works closely with the district's human resources department as well as school principals to ensure this result.

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Since 2003, BTR has prepared and supported more than 300 teachers for the BPS; over 80% are still teaching in BPS (compared to the district's 53% retention rate overall). Principals rate 85% of BTR graduates as similarly or better prepared than their counterparts, and 96% of principals say that they would recommend a BTR graduate to a colleague. 97% of BTR graduates say that the program has prepared them well for the realities of urban teaching.

This track record has increased the interest of the district and schools to hire graduates of our program.

(2) Engaging Students and Families Through Increased Community Volunteers Performance Measure: Please consider removing this measure. When volunteer generation isn't the primary focus of a program, we are directing applicants to remove these measures from their application. Volunteer generation outputs are captured in the annual progress report.

Per guidance from CNCS/MSA, BTR removes this performance measure.

(3) Serving in the Classroom for Achievement Performance Measure: Clarify instrument to be used for intermediate outcome. Can program utilize progress report or academic test? Since this measure is similar to the National Performance Measure ED5, you should consider opting into the National Performance Measures pilot.

Current BTR System for Measuring Academic Progress

Given the diversity of subject areas for which we prepare residents to teach, and the diversity of assessments used in BPS schools, BTR has not mandated a set of common assessments to be used by all

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residents to measure student learning. Instead, BTR Site Directors have worked with mentor-resident pairs to choose an appropriate instrument for their subject area and grade level. With some assessments, there are benchmarks that the test developers have provided for setting appropriate mid-year and end-of-year targets. In other cases, Mentors, Residents, and Site Directors have worked collaboratively to set ambitious yet realistic targets.

In early literacy, most teachers have used a test such as DIBELS to measure fluency, combined with an instrument that establishes students' reading comprehension level (e.g., Fountas and Pinnell Benchmark Assessment, or mCLASS Text and Reading Comprehension). There is similar variation in the assessments used in math, science, history, ESL, and secondary English Language Arts across schools.

Process

- * Assessment data are collected at three points during the year (the beginning of the year, mid-year, and end of year).
- * After the first assessment the Site Director meets with the Resident and Mentor to analyze the results for each student.
- * The Site Director works with the Resident and Mentor to identify a one year's growth goal for each student
- * The role of the Site Director is to facilitate a conversation about the students' performance on the assessment and to determine growth goals.
- * Site Director tracks student achievement data for each Resident and enters summary information into database after each assessment is administered and analyzed.

The current BTR Performance Measure entitled "Serving in the Classroom for Achievement" defines

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adequate yearly progress as "at least one year's worth of academic progress during the school year." However, current assessments used in Boston Public Schools do not provide us with clear guidance for what constitutes a year's worth of progress in every academic subject. We would like to amend the definition of adequate yearly progress to have it read: "at least one full year of academic progress or a comparable benchmark for student growth." This would allow us, where appropriate, to set ambitious targets in subjects based on test points, score gains, or percentage improvement from pre-test to post-test rather than trying to force certain assessments to do what they were not designed to do (i.e., report growth in terms of time or grade-level increments).

Performance Measures

SAA Characteristics

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

Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas 70

Service Categories

- Elementary Education Primary Secondary
- Secondary Education Primary Secondary

Developing Members in Pre-Professional Service

Service Category: Secondary Education
Measure Category: Participant Development

Strategy to Achieve Results

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

AmeriCorps Members will participate in a rigorous, district-based preparation program during the course of their service year. The coursework will be aligned to BPS curriculum and instruction initiatives, as well as the state teacher licensure standards. The coursework is designed to prepare members to be effective urban teachers. BTR works with and supports both members and BPS principals to ensure that members secure employment as teachers in BPS.

Results

Result: Output

90% of members will successfully complete, by achieving a grade of a B- or better, the required BTR courses, which signify their adequate progress toward program completion.

Indicator: BTR course grades

Target: 90% of members will complete course assignments required in the BTR training curriculum at a passing rate (achieving a B- or better).

Target Value: 90%

Result: Output

Instruments: BTR Course Transcripts

PM Statement: Over the course of the service year and pre-professional program, 85% of members who successfully complete all BTR program requirements, demonstrating their deep understanding of core teaching competencies and the ability to apply such expertise as BPS teachers, will gain employment as BPS teachers, thus continuing a career of service.

Prev. Yrs. Data

Result: Intermediate Outcome

At the end of the service year, 85% of members completing the program will be recommended by BTR for a Massachusetts initial teaching license and to earn a master's degree from UMass/Boston.

Indicator: Member final coursework transcripts

Target: 85% of members will be recommended for Massachusetts Initial teacher licensure and earn a masters degree from UMass/Boston.

Target Value: 85%

Instruments: BTR Course Transcripts

PM Statement: Over the course of the service year and pre-professional program, 85% of members who successfully complete all BTR program requirements, demonstrating their deep understanding of core teaching competencies and the ability to apply such expertise as BPS teachers, will gain employment as BPS teachers, thus continuing a career of service.

Prev. Yrs. Data

Result: End Outcome

85% of members who complete all program requirements will be recommended for hire within the BPS and ultimately accept positions in BPS to begin a career in service teaching the children of Boston.

Indicator: BTR recommendations to the BPS Office of Human Resources

Target: 85% of members who complete all program requirements will ultimately gain employment in BPS to begin a career in service teaching the children of Boston.

Target Value: 85%

Instruments: BPS Human Resource report with number of new hires that are former BTR members

PM Statement: Over the course of the service year and pre-professional program, 85% of members who successfully complete all BTR program requirements, demonstrating their deep understanding of core teaching competencies and the ability to apply such expertise as BPS teachers, will gain employment as BPS teachers, thus continuing a career of service.

Prev. Yrs. Data

Serving in the Classroom for Achievement

Service Category: Secondary 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 serve as Teacher Residents for an entire school year to improve achievement in core academic areas for high-need Boston Public Schools' students in grades 1-12.

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

Members will serve in one or more elementary or secondary classroom settings, co-teaching in at least one formal special education classroom in which enrolled students have Individualized Education Plans (IEP). Members will work to ensure that students make at least one full year of academic growth during the school year. Members will chart students' progress by giving a pre-assessment, a mid-year assessment, and an end-of-year assessment. In this way, members will be able to work toward and measure student academic progress over their year of service.

Results

Result: Output

Members provide service to an average of 20 students per member at the elementary school level and 80 students per member in middle/high schools, approximately 4,300 students, to increase student achievement in core academic areas.

Indicator: serving students

Target: Members will provide service to 4,300 Boston Public School students.

Target Value: 4300

Instruments: Member Service Data Sheet & reported number of students served

PM Statement: Members will serve 4300 students to increase student achievement.

Prev. Yrs. Data

Result: Intermediate Outcome

Students in members' classes will be making adequate yearly progress as measured on mid-year assessments given between December and February of the service year. Adequate yearly progress is defined as making at least one full year of academic progress or a comparable benchmark for student growth.

Indicator: increased academic achievement

Target: 75% of students in members' classrooms will have made one-half year of academic progress or a comparable benchmark by the midpoint of the school year.

Target Value: 75%

Instruments: Member Service Data Sheet

PM Statement: At the end of the school year, 75% of members' students will have made one full year of academic progress or a comparable benchmark .

Prev. Yrs. Data

Result: End Outcome

75% of members' students will make at least one full year of academic progress or a comparable benchmark over the course of the school year.

Indicator: increased academic achievement

Result: End Outcome

Target: 75% of students in members' classrooms make at least one full year of academic progress or a comparable benchmark, as demonstrated by the difference between pre-assessment and the end-of-year assessment results.

Target Value: 75%

Instruments: Member Service Data Sheet-showing difference between pre and post assessment results.

PM Statement: At the end of the school year, 75% of members' students will have made one full year of academic progress or a comparable benchmark.

Prev. Yrs. Data

Required Documents

Document Name

Status

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable