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### Executive Summary

Teach For America – Metro Atlanta provides a critical source of well-trained teachers who are helping break the local cycle of educational inequity. Leaders teach for two years, going above and beyond traditional expectations to help their students achieve at high levels. Armed with the experience, conviction, and insight that come from leading children to fulfill their potential, our alumni are working from all sectors to shape our schools, policies, and investments in low-income communities.

### Rationale and Approach

#### Problem

Teach For America-Metro Atlanta works to close the vast achievement gap that persists between students in low- and higher-income communities in our region.

In Metro Atlanta, our educational system does not properly address the needs of all our students, resulting in a significant achievement gap where low-income and minority students are unable to achieve the education they deserve. Data shows that the achievement gap starts before students enter kindergarten and worsens over time (McKinsey & Co. "Economic Impact of the Achievement Gap." 2009):

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

\* By the time they are in 4th grade, low-income students in Metro Atlanta score 25 percentage points lower in reading than their wealthier peers. (National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessments)

\* By 8th grade, only 14% of low-income students in Metro Atlanta are proficient in reading (Georgia Department of Education, Criterion-Referenced Competency Test, 2008-2009 Assessments)

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\* In 2007, Georgia was one of only 6 states in which the graduation rate fell below 60%. ("Diplomas Count 2010." Ed Week. June 10, 2010)

Test scores and statistics from a sampling of our placement sites further demonstrate that Metro Atlanta's low-income and minority students continue to be left behind:

\* At Tara Elementary in Clayton County Public Schools, where 92% of the students receive free or reduced price lunch (FRPL), 61% are African-American, and 32% are Latino, 68% of fourth grade students passed the reading portion of the Criterion-Referenced Competency Test (CRCT). At Brandon Elementary, which is located in an affluent Atlanta neighborhood, where 7% of the student population receives FRPL, 9% are African-American, and 4% are Hispanic, 99% of fourth graders passed the reading portion of the CRCT. (Georgia Department of Education, CRCT, 2009-2010 Assessments)

\* At Harper-Archer Middle School in Atlanta Public Schools, where 90% of the students receive FRPL and 94% are African-American, 57% of eighth graders passed the math portion of the CRCT, compared to the state average of 74%. (Georgia Department of Education, CRCT, 2009-2010 Assessments)

\* At Therrell High School in Atlanta Public Schools, where 72% of the students receive FRPL and 99% are African-American, 34% of students enroll in a postsecondary program (including junior and 4-year colleges, as well as vocational training). At Milton High School in Fulton County, where 3% of students receive FRPL and 7% are African-American, 93% of students enroll in a postsecondary program. (Governor's Office of Student Achievement, Class of 2008 School and System Results for the Postsecondary Enrollment Report)

These disparities severely limit the life choices of students from low-income communities in Metro Atlanta. A less educated person is more likely to earn less; a high school dropout is five to eight times

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more likely to be incarcerated than a college graduate. (McKinsey & Co "The Economic Impact of the Achievement Gap in America's Schools," 2009) Because African-American, Latino, and Native American children are three times as likely to live in a low-income area, children of color are disproportionately impacted by this inequality. (America's Children in Brief: Key National Indicators of Well-Being, 2008," Federal Interagency Forum on Child and Family Statistics. National SAFE KIDS Campaign (NSKC). Children at Risk Fact Sheet. Washington (DC): NSKC, 2004)

The stark achievement gap in Metro Atlanta threatens the long-term economic health of our region. Low graduation rates and unqualified local job graduates lead to a talent and leadership vacuum in our city, incurring tremendous costs to our region and state. The average high school dropout will cost taxpayers over \$292,000 in lower tax revenues and imposed incarceration costs relative to an average high school graduate. (Center for Labor Market Studies, "Joblessness and Jailing for High School Dropouts and the High Cost for Taxpayers." 2009) If the more than 64,000 high school dropouts from the Class of 2009 had earned their high school diplomas, Georgia's economy would have seen an additional \$16.6 billion in wages over these students' lifetimes. (Alliance for Excellent Education. August, 2009)

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

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TFA-Metro Atlanta chooses to address this problem because we believe that the educational inequity that persists along socioeconomic and racial lines is our region's greatest injustice. In response, TFA-Metro Atlanta places corps members as teachers in our city's at-risk schools.

We will strategically place corps members by "clustering" at least 80% of them in high-need feeder patterns. Feeder patterns are a set of elementary schools that feed into a middle school that feeds into a high school. When choosing our targeted feeder patterns, we first identified the high schools in our partner districts with the lowest secondary enrollment rates. We chose to focus on post-secondary enrollment rates because we believe that to truly alter students' life trajectories and to ensure their success in life, we must be setting them on a path towards college and other post-secondary opportunities.

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

We aim to become 30-40% of all new hires in our targeted feeder patterns within Atlanta, Gwinnett, DeKalb, Clayton, Fulton, Clayton, and Cobb County Public Schools by 2012.

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Solution: AmeriCorps Member Roles and Responsibilities

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

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

A recent McKinsey study of the world's top performing school systems reveal that 100% of their teachers come from the "top third+" of college students. In the U.S., only 23% come from the top third; 14% in high poverty schools. McKinsey coined the term "top third+" to refer to those students that are in top third academic cohort, and are rigorously screened for other qualities believed to be predictors of successful teachers -- perseverance, ability to motivate others, and organization and

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communication skills. (McKinsey & Co "Closing the Talent Gap: Attracting and Retaining top-third graduates to careers in teaching," 2010) TFA brings exactly these types of candidates to low-income schools. The average GPA for 2010 TFA corps members is 3.6, with SAT scores in the 94th percentile; our extensive interview process screens all applicants for these "plus" characteristics.

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

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

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

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

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

TFA-Metro Atlanta is requesting 400 full-time education award slots. Full-time enrollment in AmeriCorps accurately reflects our members' service as full-time teachers.

AmeriCorps Member Selection, Training, and Supervision

### SELECTING:

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

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

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Through this intensive targeted recruitment effort and mass marketing, more than 46,000 people applied to join the 2010 corps. Among last year's applicants were: more than 5% of graduating seniors at 120 schools and nearly 12% of Ivy League seniors. Our 2010 members represent some of our nation's most promising future leaders. They earned an average GPA of 3.6 and 89% held leadership positions on their campuses.

TFA's goal is to accept over 200 applicants from the University of Georgia; Mercer University; Georgia State University, Georgia Institute of Technology; Agnes Scott College; Spelman College; Morehouse College; Emory University; and Clark Atlanta University. During the 2009-2010 school year, almost 20% of our members in Metro Atlanta hailed from a Georgia university.

We recruit people of color because we recognize the importance of providing children with role models who have similar backgrounds. Roughly 85% of the children we serve this year receive free or reduced-price lunch and more than 91% are African American and Latino. We recruit heavily at historically black colleges and universities, and work aggressively on our target campuses to recruit top students of color. Currently, 47% of TFA-Metro Atlanta corps members are African American. TFA has a higher percentage of African American (11% v. 5%) and Latino corps members (7% v. 6%), than the graduating classes in the top 340 universities in the country. (U.S. News & World report; U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System.)

### TRAINING:

TFA provides intensive pre-service training and ongoing professional development to corps members.

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We aim to ensure that our members are effective in leading their students to significant academic achievement while simultaneously providing an experience that will inspire them to become lifelong leaders to eliminate educational inequity.

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

- Setting an ambitious vision
- Investing students and families in that vision
- Planning purposefully to meet ambitious goals
- Executing plans effectively
- Working relentlessly to achieve their vision
- Continuously reflecting and improving

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

INDUCTION -- At the beginning of the summer, members spend a week in Atlanta learning about the communities in which they will serve. AmeriCorps pre-service orientation is conducted, so members gain knowledge of the national service movement and their role as members in furthering that movement.

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

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institute: summer school teaching and curriculum sessions.

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

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

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

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

First, each corps member is paired with a Program Director (PD) who conducts observations of the member's class, and provides the member with feedback and support. Members and PDs review

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student data to find solutions to problems or gaps in student achievement. This approach builds corps members' abilities to independently evaluate student outcomes, identify causes of problems, and seek solutions.

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

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

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

### CREATING LIFELONG ETHIC OF SERVICE:

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

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

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TFA's mission through career, philanthropy, volunteer work, or graduate study.

TFA works to reinforce a culture of service by providing opportunities for members to take on increased responsibility. Corps members have the opportunity to develop and conduct professional development sessions, work at our summer training institute, and recruit at their colleges and universities. During their service, we host discussions designed to help members reflect on the causes of educational inequity and foster a sense of responsibility to address these issues. Members also have the opportunity to participate in AmeriCorps events and service days, promoting the AmeriCorps brand while doing so by wearing its logo.

After successfully completing their service, members become part of TFA's alumni network. We employ a two-part strategy to cultivate the leadership of our alumni base. First, we build community among our alumni and keep them connected to TFA through regional alumni summits and an alumni magazine. Second, we support the career development of our alumni through a series of initiatives that accelerate the pathway to leadership in several key sectors--school leadership, teaching leadership, political leadership, policy and advocacy leadership, and social entrepreneurship. Our focus on these sectors is based on alumni interest and their potential to have a significant impact on the problem we seek to address. Currently, over 550 alumni are serving as school leaders, over 6000 are still teaching, 45 are elected officials, over 500 alumni work in public policy, and more than 20 are social entrepreneurs.

### SUPERVISING:

TFA-Metro Atlanta's plan for supervising corps members may differ from other AmeriCorps program because we are a professional corps. Since our corps members work as full-time professional teachers,

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they are directly supervised by school officials. Additionally, all TFA members are college graduates who have gone through a rigorous application process that is designed, in part, to measure their ability to work effectively in a professional setting. Therefore, our supervision plan is concerned with corps member development and evaluation.

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

PDs undergo a rigorous, multi-stage interview process. To be hired, PDs had to have a demonstrated track record of success during their time in the classroom and had to display the characteristics needed to be a successful in this role, such as critical thinking, influencing and motivating, and problem solving.

Upon joining staff, PDs attend a new staff conference and independently participate in 20 hours of online modules, designed to bolster their skills prior to working with members. Once PDs complete their on-boarding process and begin working with members, they engage in the following ongoing trainings: weekly check-ins with their manager; bi-weekly group professional development and skill building sessions; and weekly individualized professional development.

Outcome: Performance Measure

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Throughout the 3-year grant cycle, TFA-Metro Atlanta expects to effect immediate and long-term change in the effort to expand educational opportunity:

### IMMEDIATE IMPACT

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

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

### LONG-TERM IMPACT:

Our ever-expanding group of alumni -- now 20,000 strong -- is a powerful force for change by providing key leadership in education and non-profit organizations and a critical workforce that strives to eliminate educational inequity from all sectors. For example:

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- Under the former Associate State Superintendent of Policy, External Affairs, Charter and State Schools, Andrew Broy ('95), Georgia was ranked 4th in the nation for charter legislation.
- KIPP was brought to Atlanta and is headed by David Jernigan ('00). Additionally all but one of the 4 KIPP schools in Metro Atlanta are run by TFA alumni, and more than 70% of their teachers are alumni.
- 250 alumni teachers continue to lead Metro Atlanta students to achieve significant academic growth.

### MEASURING RESULTS:

TFA-Metro Atlanta opts into the national performance measure pilot:

- \* ED1 Number of students who start in an AmeriCorps education program.
- \* ED2 Number of students who complete participation in an AmeriCorps education program.
- \* ED12 Number of AmeriCorps members who begin serving as teachers through a Teacher Corps program.
- \* ED13 Number of AmeriCorps members who completed serving as teachers through a Teacher Corps program.
- \* ED14 Number of individuals teaching in high needs schools.
- \* ED16 Number of individuals teaching in schools in the year after term of service.
- \* ED15 Number of students in AmeriCorps teacher classrooms with improved academic performance.
- \* ED17 Number of teachers remaining the education field, but not teaching in a school after their term of service.

TFA-Metro Atlanta will use internal tracking systems to address the above performance measures.

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Our performance measure targets are determined based on our previous experience in Metro Atlanta schools and trends within our larger national corps.

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

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

To ensure that our corps members lead their students to significant academic growth, progress is tracked by our internal gains measures, in which corps members report students' progress throughout the year based on audited and validated performance assessments. Teachers that progress their students 1 to 1.4 academic years are considered to have made "solid gains," and teachers who advance their students 1.5 years or more are considered to have made "significant gains." This year, we anticipate that 70% of our corps members will make at least "solid gains."

### Volunteer Generation

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

1. We strongly encourage corps members to recruit community members to volunteer in their

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classrooms by reading aloud to students, assisting in completing class projects, and tutoring.

2. TFA-Metro Atlanta involves volunteers through its annual TFA Week event. Over the course of a week in late February, TFA-Metro Atlanta will invite community leaders to present lessons in members' classrooms. These volunteers bring real world lessons into schools and encourage students to set high goals for themselves. TFA-Metro Atlanta has welcomed TV personality Judge Hatchett and former State Superintendent of Schools Kathy Cox as some of our volunteers in the past.

3. Our advisory board is a diverse volunteer body of community leaders and is responsible for advising the organization's development, program implementation and visibility initiatives.

4. We have built significant capacity to engage our alumni; this year, 55% of our Metro Atlanta alumni base contributed time or money to the organization.

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

### Partnerships and Collaboration

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

DISTRICT AND CHARTER PARTNERSHIPS: We rely on strong relationships with our district

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partners to ensure that members are placed in our targeted feeder patterns. Throughout the year, we foster an ongoing relationship with each partner, conducting meetings with principals and the superintendent of each district to ensure that they are invested in our clustering strategy, are satisfied with our teachers' performance, and feel that we are meeting their district's needs. During the 2011-2012 school year, we will be partnering with Atlanta, Clayton, Cobb, DeKalb, Fulton, and Gwinnett County Public Schools.

A 2009 survey of our partner principals in Metro Atlanta found that:

- \* 100% were satisfied with our corps members
- \* 84% were satisfied with the support TFA provides its corps members

CERTIFYING BODIES: Once placed, our members have the choice of working with Georgia State University and other local universities or Metro RESA to earn the teaching certification they need to be classified as "highly qualified" under No Child Left Behind.

GEORGIA DEPARTMENT OF EDUCATION: A central part of Georgia's winning Race To The Top application was expanding Teach For America's impact in Metro Atlanta. In addition to providing funding to fuel our growth, the state has agreed to help us secure an increased number of placements for our members with current and new district partners.

ADVISORY BOARD: Over the past year, we have built an energized and active volunteer advisory board, made up of 16 outstanding leaders from Atlanta's philanthropic, business, education, and public affairs communities. The board meets quarterly and advises on development, program implementation, and visibility initiatives. This group also plays a critical role in focusing the interest of

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public and private leaders on the challenges faced by teachers and students in Metro Atlanta's school systems.

### Sustainability

Schools serving high-poverty communities have an ongoing need for mentor teachers and school leaders; school districts and the policy community need leaders with experience teaching effectively in high poverty areas. During his confirmation hearing Secretary Arne Duncan said: "[Teach For America has] done an extraordinary job in bringing the best and brightest from around the country into teaching...Not only are there great teachers coming through the program but it's a great pipeline of talent, so you get these people with this great vision and this entrepreneurial spirit and a willingness to innovate."

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

These efforts extend beyond corps members' terms of service and our traditional programming. For example, this year, TFA-Metro Atlanta's Executive Director, Kwame Griffith, helped craft Georgia's winning Race To The Top application. Given the impact of TFA teachers and alumni in Metro Atlanta, Kwame was asked by Governor Perdue to serve on the committee focused on increasing teacher effectiveness. As teachers, school leaders, social entrepreneurs and elected officials, TFA corps members, alumni and staff are building the capacity of their communities to take on the root causes of educational inequality.

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

### Multi-site Programs Only

Currently, we place in 91 high-need schools in Atlanta, Fulton, Clayton, and Cobb County Public Schools, as well as in the following charter schools: KIPP Ways; KIPP South Fulton Academy; Drew Charter School; The Main Street Academy; and Ivy Preparatory Academy. During the 2011-2012 school year, we plan to place members in DeKalb and Gwinnett County Public Schools as well, clustering members in our targeted feeder patterns.

As a result of Race To The Top, the districts below have committed to placing the following number of incoming corps members each year through 2014:

- \* Clayton County Public Schools: 50
- \* DeKalb County Public Schools: 75
- \* Gwinnett County Public Schools: 75
- \* Atlanta Public Schools: 75

These districts have also agreed to place at least 80% of our corps members in our targeted feeder patterns.

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We begin meeting with district officials to identify vacant teaching positions in our targeted Metro Atlanta feeder patterns almost a year in advance of placing members. We enter into contracts with interested districts; as part of this process, we receive \$4000 from each district per teacher we place in their schools. Corps members interview at the school site and compete for open positions along with other new teachers. We work closely with our partners throughout the year to align our pre-service training and ongoing support with district needs, and engage in an ongoing dialogue with school leadership to ensure they are satisfied with our teachers' performance.

### **Organizational Capability**

#### Organizational Background

The primary contact for this grant will be Molly Ellenberg, Manager of Corporate and Foundation Relations, and the secondary contact will be Kwame Griffith, Executive Director.

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

TFA's national staff provides support to Metro Atlanta in a number of different areas, including finance and grants management. At the national office, a number of well-qualified specialists are available to meet and guide regional staff on AmeriCorps compliance, budget creation, and general grant management. Our finance team reports to the auditing and finance committees of our board, and works closely with our development team and budget trackers to coordinate cash-in and expenses throughout the organization. In particular, our finance team coordinates our A-133 audit, our annual audit and our monthly reconciliation processes, and produces and monitors our projected budgets for

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each site and the organization. We use our Financial Edge database to help track funding streams and expenses by department and program element. This centralization allows national staff to provide assistance to TFA-Metro Atlanta with federal budget requirements, and ensure compliance with programmatic elements. Currently, 11 of TFA's 39 regions receive state AmeriCorps funding.

Since TFA members are provided salaries and benefits from the school districts, our costs relate solely to supporting our members. A state AmeriCorps grant will cover a percentage of the costs that enable TFA to recruit, select, place, train, and support corps members so that they are prepared to make academic gains with their students. Our 2011 budget is approximately \$8.2 million. Therefore, we depend on other funding sources to raise the additional funds needed to support our corps members.

To ensure that our growth plan is both sustainable and feasible, we are employing several targeted strategies to expand and diversify our funding base. Below are some of the strategies we plan to employ in each funding stream:

**FOUNDATIONS:** In FY 2010, we raised \$2.5 million from foundations in Metro Atlanta. Through our aggressive prospect research, we have discovered that there are over 100 foundations in Metro Atlanta that prioritize giving to education but are not yet supporters of TFA. We are utilizing our network of current supporters to identify connections, to secure meetings with new foundations, and to create opportunities for TFA to share our work with a broad range of foundations through various organizations, such as the Atlanta Foundation Forum and the Southeastern Council of Foundations.

**CORPORATIONS:** Last year, we raised \$620,000 from Metro Atlanta corporations. This year, to help raise awareness among the corporate community of the achievement gap and TFA's role in closing

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that gap, we are securing speaking engagements at the Commerce Club, various Rotary Clubs, and other similar forums. We are creating unique partnership opportunities that align with individual corporations' strategic plans and philanthropic priorities, enabling them to view our partnership as mutually beneficial.

**PUBLIC FUNDING:** In FY 2010, TFA-Metro Atlanta awarded a \$250,000 appropriation from the state of Georgia.

**INDIVIDUALS:** We were able to raise \$350,000 from individuals in the Atlanta community in 2010. We plan to hold more events in FY 2011 to further expand our pool of potential supporters and to increase awareness of Teach For America among new networks of individuals. We will also launch our first major gift campaign this year, aiming to secure an individual gift of \$100,000 or more.

**ADVISORY BOARD:** Last year, our advisory board helped raise \$2.4 million. Given our ambitious fundraising goals, we will continue to aggressively recruit prominent members of the Metro Atlanta community to join our board of directors. In FY2011, we will grow our board from 16 to 20 members, allowing us to diversify our board and to add key connectors to a wide array of networks

Currently, 80% of our funding comes from foundations, corporations, and individuals, 6% comes from the Georgia Department of Education, and 14% comes from our district partners. If our request were to be granted, approximately 7% of our funding next year would come from AmeriCorps.

TFA has been an AmeriCorps program since 1994. However, in the past five years, funding from the national AmeriCorps grant has gone to pay for national initiatives -- recruitment, admissions,

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summer training -- that are not included on our regional AmeriCorps budgets. The only CNCS support TFA-Metro Atlanta has received in the last five years has been education awards for our corps members. We are very excited about partnering with state AmeriCorps, as such funding is key to growing our impact in Metro Atlanta.

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

- \* Collaborate with other state service programs --AmeriCorps, Learn and Serve -- to maximize our effectiveness and impact.
- \* Work with the commission's network of supporters to strengthen our ties with the larger Metro Atlanta community, including collaborating with other state service programs to maximize our impact.
- \* Increase the sustainability and viability of our growth plan and leverage the commission's support to inspire gifts from other donors.
- \* Provide corps members with an education award, helping members become certified teachers through alternative route programs--a critical element of our program under state and federal law.
- \* Increase the socioeconomic diversity of our corps by providing AmeriCorps benefits that offset the costs associated with joining the corps.
- \* Enable members to become part of a state-wide movement to effect societal change.

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

## Narratives

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

### Staffing

TFA-Metro Atlanta is led by our Executive Director, Kwame Griffith, who has held this position since 2007. Kwame joined the movement in 2002 as a Houston corps member, and then joined staff in 2004 as a Recruitment Director. In 2005, Kwame became the National Director of Diversity Outreach, where he supported the recruitment team in identifying and cultivating a diverse pool of applicants. Kwame also worked as a School Director during Atlanta's Summer Institute in 2007. He reports to Omari Todd, a Vice President of Regional Operations for our national office; he also consults our advisory board on important strategic decisions.

The heads of each regional function team report directly to our Executive Director, including our Managing Director of Program, Managing Director of Growth Strategy and Development, Director of Alumni Affairs, and our Director of Strategy, Talent and Operations.

Program Directors (PDs): PDs were highly effective corps members who become full-time staff members and provide ongoing training and support to our members. In Metro Atlanta, we have 5 PDs: Dhathri Chunduru; Yael Dvorin; Lauren Lamont; Ajeenah Rasheed-Carroll; and Maurice Thomas.

## Narratives

Managing Director of Program (MDP), Senior Program Director (SPD), Director of Teaching and Learning (DTL): Our PDs are managed and supported by Samuel Wakefield, AB Almy, and Lauren Frank, our MDP, SPD, and DTL respectively.

Director and Coordinator of District Strategy (DDS and CDS): LaToya Drumgoole, our DDS, and Anna Trigg, our CDS, are responsible for on-boarding incoming members, securing member placements in our targeted feeder patterns, ensuring members are properly certified, and managing our partnerships with Metro Atlanta districts to ensure they are satisfied with our members' performance.

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

The national office of TFA also includes a well-staffed technology department that is available to assist with any technical problems that should arise at the regional level. Our staff in Metro Atlanta reaches out to the technology team via email and telephone and have the capacity to interface with our personal computers in Metro Atlanta. As part of standard new staff training, TFA-Metro Atlanta personnel are trained on all software and programs that enable and improve work function.

### **Budget/Cost Effectiveness**

## Narratives

### Cost Effectiveness

We are requesting 400 full-time member slots at \$1800/MSY.

A fixed amount grant, combined with commitments from foundations, corporations and individuals, will allow us to continue and further our work, including our ambitious growth plan.

As a professional corps, our members are provided salaries and benefits from our partner school districts. Therefore, our costs relate solely to recruiting and supporting our members. These expenses are directly linked to outputs and outcomes -- the AmeriCorps grant will cover a percentage of the costs that enable TFA to recruit, select, train, place and support corps members so that they are prepared to make academic gains with their students and engage community members in their classrooms. Our projected budget for the 2011-2012 school year is \$10.95 million; with \$1800/MSY we depend on other funding sources to raise the additional funds needed to support our members. We will raise the resources necessary to operate a successful program from a variety of sources: foundations, corporations, individual donors, events, and public sources, including states and school districts. We will actively seek to grow funding across all sources going forward.

Additionally, as a result of the following five key factors, TFA-Metro Atlanta is embarking upon an aggressive three-year growth plan, in which we will triple our corps size by 2012:

- \* The demonstrated impact of our corps members and alumni compelled us to grow
- \* The increased quantity and quality of applicants to TFA provided us with the opportunity to increase the size of our incoming corps
- \* The state and superintendents from various Metro Atlanta districts expressed their strong interest in

## Narratives

the expansion of TFA

\* Georgia was recently awarded \$400 million during the second round of the Race To The Top federal funding competition. Expanding TFA-Metro Atlanta was one of the innovative strategies highlighted in the application.

\* Last year, we were able to rally unprecedented levels of support from the Metro Atlanta community, and forged new partnerships with various charter schools and districts.

We believe that these factors will provide us with the funding and member placements needed to expand our impact in Metro Atlanta. In order to maximize these opportunities, we seek to significantly grow our corps during the final two years of our three year growth plan. By 2012, we will have a total corps size of 600 teaching in Atlanta, Clayton, Cobb, Fulton, DeKalb, and Gwinnett County Public Schools, positively impacting almost 40,000 low-income students a day.

To successfully implement this highly ambitious growth trajectory, we must raise approximately \$10.95 million during the 2011-2012 school year. AmeriCorps funding is an important component of this growth, representing 7% of our projected budget. Race To The Top funds from the Georgia Department of Education will contribute an additional 30%. The remaining 63% of our funding will come from our district partners and Metro Atlanta individuals, corporations and foundations.

### Budget Adequacy

Our corps members are charged with the ambitious task of significantly improving the academic performance of students who traditionally enter the classroom 2-3 grade levels behind their peers in wealthier communities. It is imperative that we invest in providing the training and support necessary to create transformative teachers. The costs on our AmeriCorps budget are those associated with our

## Narratives

training and support models, which have proven to be critical to maximizing our impact. A growing body of research shows that our corps members are more effective than other teachers, including certified and veteran teachers. ("The Effects of Teach For America on Students: Findings from a National Evaluation," Mathematica Policy Research, June 2004; The Urban Institute/CALDER Research Center, 2009) Additionally, TFA corps members are more likely than other new teachers to return for a second year of teaching. In Metro Atlanta, 95% of our 2009 corps returned for a second year of teaching. In contrast, about 83% of new teachers in low-income communities return for a second year. ("No Dream Denied: A Pledge to America's Children" (2003) National Commission on Teaching and America's Future. Washington, D.C) The costs on our budget provide the backbone of our program design and a crucial component of realizing our desired outputs and outcomes.

By 2015, 600 corps members will be reaching more than 40,000 of Metro Atlanta's most disadvantaged students. Corps members' efforts will change students' lives and produce a new pipeline of diverse leaders for our region and nation at large. At the same time, a force of more than 1,200 TFA alumni will provide new leadership in Georgia and our nation. Funding is the only barrier to achieving this goal. The financial support and education awards provided by state AmeriCorps and our match partners will enable us to collectively move the needle in closing the achievement gap and in changing the conversation about what is possible and how to achieve it. Together, we can rapidly move our nation toward the tipping point at which the movement to end educational inequity becomes unstoppable.

### **Evaluation Summary or Plan**

N/A

### **Amendment Justification**

N/A

## Narratives

### Clarification Summary

Clarification Items:

1. Please provide labor union concurrences for the schools districts in Metro Atlanta that members will serve: Labor union concurrence forms are required for program applicants who:
  - (a) Propose to serve as the placement site for AmeriCorps members; and
  - (b) Have employees engaged in the same or substantially similar work as that proposed to be carried out by AmeriCorps members; and
  - (c) Those employees are represented by a local labor organization, must include in their application the written concurrence of the local labor organization representing those employees. Written concurrence can be in the form of a letter or e-mail from the local union leadership.

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

2. Please confirm that background checks will be conducted for all AmeriCorps members and staff on the grant: Teach For America submitted an ASP to CNCS on December 23, 2010 in preparation for the new requirements to the criminal history check regulations outlined by the Serve America Act effective on April 21, 2011. In our ASP, we propose a continuation of our current criminal history check procedure, in which NSOPR and FBI fingerprint checks are conducted on all corps members prior to the start of our enrollment in AmeriCorps. The Teach For America - Metro Atlanta site was included in this ASP request. We are awaiting a response from CNCS on our ASP for 2011. Given our admissions cycle we have already begun conducting Criminal History Checks on our incoming 2011 corps members (we have 5 application deadlines: 1DL, 2DL, 3DL, 4DL, 5DL). Our 2011 Criminal

## Narratives

History Check policy states that all corps members must be checked against the National Sex Offender Public Registry (NSOPR) database prior to AmeriCorps enrollment. In addition, an FBI fingerprint check must be initiated on all corps members no later than their enrollment in AmeriCorps. Any corps member with a pending FBI check at the time of our 30-day AmeriCorps enrollment will be prohibited from AmeriCorps enrollment until their check is completed. Alternatively, any corps member enrolled in AmeriCorps with a pending FBI check must be accompanied by a supervisor while teaching students until their check is returned and cleared. Supervision must be well documented to ensure full compliance with AmeriCorps regulations.

Regarding staff background checks, we are applying for a Professional Corps fixed amount grant and as such checks are not required for staff per CNCS' Frequently Asked Questions National Service Criminal History Checks (updated April 15, 2010).

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

## Narratives

4. Please revise the Executive Summary to provide a summary of the proposed program not past performance information: We have revised our Executive Summary.

5. Please describe how the applicant organization will monitor school sites for compliance:

Throughout the school year, TFA staff members regularly engage with our school sites and district partners. For example:

-Our Program Directors consistently check-in with school leaders to discuss our corps members' progress. These check-ins allow our Program Directors to provide tailored support to our members and ensure that our partner schools are satisfied with our corps members' performance.

-Our District Strategy team regularly meets with district personnel and leaders, discussing the needs of the district and how TFA can help fill district needs.

-We also engage with the school boards of our partner districts, ensuring we maintain an open dialogue and that they are satisfied with our partnership.

Teach For America will monitor this program in a variety of ways.

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

## Narratives

School Site and District Monitoring: Throughout the school year, TFA staff members regularly engage with our school sites and district partners. For example:

- Our Program Directors consistently check-in with school leaders to discuss our corps members' progress. These check-ins allow our Program Directors to provide tailored support to our members and ensure that our partner schools are satisfied with our corps members' performance.
- Our District Strategy team regularly meets with district personnel and leaders, discussing the needs of the district and how TFA can help fill district needs.
- We also engage with the school boards of our partner districts, ensuring we maintain an open dialogue and that they are satisfied with our partnership.

### Continuation Changes

N/A

## Performance Measures

### SAA Characteristics

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

### Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas      400

### Service Categories

Other Education

## National Performance Measures

### Priority Area: Education

#### Strategy to Achieve Results

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

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

#### Result: Output

Result.

Teach For America-Metro Atlanta estimates that 25,200 students will start the year in our corps members' classrooms.

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

Target :Teach For America-Metro Atlanta estimates that 25,200 students will start the year in our corps members' classrooms.

Target Value: 25200

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

PM Statement: Teach For America-Metro Atlanta will use an internal tracking system to track the number of students being taught by our corps members, estimating that this will be 25,200 students.

### Priority Area: Education

#### Strategy to Achieve Results

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

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

#### Result: Output

Result.

Teach For America-Metro Atlanta will place 400 AmeriCorps members as teachers.

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

Target :Teach For America-Metro Atlanta will place 400 AmeriCorps members as teachers.

Target Value: 400

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

PM Statement: Teach For America-Metro Atlanta will use an internal tracking system to track the placement of 400 AmeriCorps members as teachers.

### Priority Area: Education

#### Strategy to Achieve Results

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

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

## National Performance Measures

### Result: Output

Result.

Teach For America-Metro Atlanta estimates that 380 AmeriCorps members complete their service as teachers.

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

Target :Teach For America- Metro Atlanta estimates that 380 AmeriCorps members complete their service as teachers.

Target Value: 380

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

PM Statement: Teach For America- Metro Atlanta will use an internal tracking system to track the number of corps members who complete their year of service as teachers, estimating that 380 will do so.

### Priority Area: Education

#### Strategy to Achieve Results

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

Teach For America- Metro Atlanta 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- Metro Atlanta will place 400 AmeriCorps members as teachers in high-need public schools.

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

Target :Teach For America- Metro Atlanta will place 400 AmeriCorps members as teachers in high-need public schools.

Target Value: 400

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

PM Statement: Teach For America- Metro Atlanta will use an internal tracking system to track the placement of 400 AmeriCorps members as teachers in high-need public schools.

### Priority Area: Education

#### Strategy to Achieve Results

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

Teach For America- Metro Atlanta 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- Metro Atlanta estimates that 17,640 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.

Indicator: ED15: Students with improved academic performance.

Target :17,640 students will make improved academic achievements of at least one year's worth of growth in one academic year or grade-level sufficient mastery of content standards.

Target Value: 17640

Instruments: Teach For America-Metro Atlanta 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-Metro Atlanta 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 17,640 students.

### Priority Area: Education

#### Strategy to Achieve Results

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

Teach For America- Metro Atlanta 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- Metro Atlanta estimates that 28 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- Metro Atlanta estimates that 28 former AmeriCorps members will remain teaching in the year after term of service.

Target Value: 28

Instruments: Teach For America- Metro Atlanta 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- Metro Atlanta 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 28 members.

### Priority Area: Education

#### Strategy to Achieve Results

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

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

#### Result: Intermediate Outcome

Result.

## National Performance Measures

### Result.

Teach For America- Metro Atlanta estimates that 28 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- Metro Atlanta estimates that 28 former AmeriCorps members will remain in the education field after their term of service.

Target Value: 28

Instruments: Teach For America- Metro Atlanta 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- Metro Atlanta 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 28 members.

### Priority Area: Education

#### Strategy to Achieve Results

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

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

#### Result: Output

### Result.

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

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

Target :Teach For America-Metro Atlanta estimates that 22,680 students will complete the year in our corps members' classrooms.

Target Value: 22680

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

PM Statement: Teach For America-Metro Atlanta will use an internal tracking system to track the number of students who complete the year being taught by Teach For America-Metro Atlanta corps members, estimating that this will be 22,680 students.

## Required Documents

**Document Name**

**Status**

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable