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### Executive Summary

Since 2009, Teach For America-Milwaukee has placed corps members in Wisconsin. Our corps is comprised of outstanding college graduates who commit two years to teach in low-income public schools and become life-long leaders in the effort to expand education opportunity for students in Wisconsin.

### Rationale and Approach

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

The achievement gap starts before students enter school and worsens over time(a):

-Low-income children hear, on average, 30 million fewer words than their more affluent peers before the age of 4, leading to low literacy.(b)

-By 4th grade, children in low-income communities are on average 3 grade levels behind children in higher income neighborhoods (c)

-50% of students in low-income communities will not graduate from high school by the time they are 18 years old (d). Those that do perform, on average, at the academic level of 8th graders in higher income communities. (e)

-Only 1 in 10 will graduate from college. (f)

We believe 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 extra challenges -- lack of access to high-quality pre-school programs, adequate healthcare and housing. Second, schools and districts lack sufficient capacity to help students overcome the extra challenges they face. Third, our prevailing ideology hasn't led to the necessary policies and investments. We are hampered by societal

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beliefs that schools cannot make a significant difference in the face of socioeconomic disparities.

TFA-Milwaukee addresses this problem because we believe that the educational inequity that persists along socioeconomic and racial lines is our nation's greatest injustice.

The disparities discussed above severely limit the life choices of the over 15 million children growing up in poverty today (g). A less educated person is more likely to earn less; a high school dropout is five to eight times more likely to be incarcerated than a college graduate (h). Because African-American and Latino children are three times as likely to live in a low-income area, children of color are disproportionately impacted by this inequality (i). The achievement gap between students in low-income communities and those in wealthier communities ultimately results in a \$400 billion to \$670 billion loss to the national GDP each year, the equivalent of "a permanent recession." (j)

These disparities are especially severe in Milwaukee; 41% of Milwaukee children grow up in poverty, compared with 14% statewide (The Social Development Commission, 2007). Today, fewer than 40% of Milwaukee 10th graders are proficient in reading and less than one third are proficient in math ('Racial Gap in Testing Sees Shift by Region', New York Times, July 2009). Of the 20% of Milwaukee students who enroll in any form of post-secondary education, 80% enroll in remedial courses.

Because of these staggering statistics, TFA-Milwaukee is currently partnering with Milwaukee schools in order to meet the needs of over 7,000 low-income students during the 2010-2011 academic year.

We hope to be impacting as many as 10,000 low-income students in Milwaukee by fall 2011. We are working to have principals hire multiple corps members so as to increase the number of teachers working to transform their school. As we engage principals and school leaders this year through direct

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outreach by our Program Team, we are working towards the goal of being 10% of new hires in the Milwaukee metro-area by 2015.

### Solution: AmeriCorps Member Roles and Responsibilities

As a professional corps program, TFA-Milwaukee addresses the problem of educational inequity by recruiting and placing qualified participants as teachers in communities that lack an adequate number of such professionals. We do this in two ways. First, our corps members often fill teaching positions in high-need subject areas and schools, which districts often find difficult to fill. For example, 62% of the current corps serve as secondary math and science, bilingual, special education, or early childhood education teachers due to Milwaukee's high need for highly qualified teachers in these fields. Second, 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 only 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 (k). 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 (l). 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

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teachers come from the "top third+" of college students. In the U.S. only 23% come from the top third, and only 14% in high poverty schools. The "top third+" refers to those students that are in the top third academic cohort, who are rigorously screened for qualities believed to be predictors of successful teachers -- perseverance, ability to motivate others, and organization and communication skills -- which form the "plus" in the "top-third+" term coined by McKinsey (m). TFA brings exactly these types of candidates to low-income schools. The average GPA for 2010 TFA-Milwaukee corps members is 3.6, with SAT scores in the 94th percentile, and our extensive interview process screens all applicants for "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-Milwaukee 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 Milwaukee. Our corps members provide a critical mass of teachers who help ensure their students have the educational opportunities they deserve, despite compounding socioeconomic factors. A corps member's typical day includes teaching a full class schedule, lesson planning, participating in professional development, and 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

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solvable problem and a grounded understanding of problem and solutions in all its complexity. Corps members influence the prevailing ideology by demonstrating that children in low-income communities can achieve at high levels.

Third, our national network of more than 28,000 -- corps members and alumni -- work directly for change at every level of our education system, take the pressure off schools through endeavors in public health and law, and influence policy as advisers and elected officials. Currently, 141 TFA alumni live in the state of Wisconsin -- 35% are still working in education.

TFA-Milwaukee is requesting 125 fulltime education award slots. Fulltime enrollment in AmeriCorps accurately reflects our members' service as fulltime teachers.

AmeriCorps Member Selection, Training, and Supervision

### RECRUITING:

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, the ability to influence and motivate others, organizational ability, and hold high expectations for children and families in low-income communities.

Our recruitment campaign is a highly sophisticated effort designed to compete with top corporations for the best young talent in the country. TFA recruits at more than 350 colleges and universities, with aggressive campaigns focused on over 200 campuses. We have 54 Recruitment Directors (RDs) who build relationships with deans, professors, and student leaders to identify prospective applicants. They

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then build target lists of potential applicants; as of October 2010 we compiled the contact information of 184,554 seniors. RDs contact these individuals to explain our work in the education and service communities.

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 to TFA 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. The recruitment team in Wisconsin is particularly active; 29 of the current 88 Milwaukee corps members come from in-state colleges including University of Wisconsin-Madison and Marquette University.

In Milwaukee, roughly 90% of the students we reach this year receive free or reduced-price lunch and more than 90% are African American, Latino, or Hmong. We recruit heavily at historically black colleges and universities, and work aggressively on our target campuses to recruit top students of color. Approximately 25% of African-American and 20% of Latino seniors at Ivy League schools applied to the corps last year. This year 32% of our corps is people of color and 28% received Pell Grants. TFA has a higher percentage of African American (11% v. 5%) and Latino corps members (7% v. 6%), than the graduating classes of the top 340 universities in the country (n).

### TRAINING:

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

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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 Milwaukee learning about the communities in which they will serve. AmeriCorps pre-service orientation is conducted, so members learn about the responsibilities and benefits of AmeriCorps membership before they begin serving.

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



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

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

ORIENTATION -- After institute corps members return to Milwaukee to create their unit plans, assessments and tools to track their students' progress. 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-Milwaukee program team provide intensive training and professional development. There are four main components to our ongoing professional development model.

First, corps members are paired with a Program Director (PD) who conducts observations of the member's class, and provides corps members with feedback and support. Throughout the year, corps members and PDs engage in what we call one-on-one "co-investigation" conversations, during which

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

Second, corps members have access to TFAnet, our private website for corps members and alumni. The site includes a searchable database of resources to help members create data-driven, student achievement- focused classrooms.

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

Finally, members participate in certification and/or master's degree programs designed to ensure that members meet state certification requirements. These programs prepare corps members to remain in the classroom beyond their two-year commitments.

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 had an interest in teaching prior to joining TFA, 63% of our nearly 20,000 alumni currently work in education. Additionally, 93% report that they support TFA's mission through career, philanthropy, volunteer work, or graduate study.

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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 summer training and recruit at their colleges and universities.

After successfully completing their service, members become part of TFA's alumni network. We employ a two-part strategy to foster the leadership of our alumni base. First, we work to build community among our alumni and keep them connected to TFA. We host regional alumni summits and publish an alumni magazine to keep alumni engaged in our mission. Second, we support the career development of our alumni through a series of initiatives that fast track pathways to leadership in 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 potential to have a significant impact on the problem we address. Currently, over 550 alumni are serving as school leaders, over 6000 are still teaching, 45 are elected officials, over 500 work in public policy, and more than 20 are social entrepreneurs.

### SUPERVISING:

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

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Each corps member is matched with a Program Director (PD) -- a highly effective alum and full-time staff member who manages a cohort of current corps members. Throughout the school year, PDs observe and works with corps members to establish goals for students and design assessments to measure student progress toward meeting these goals. At the end of the year PDs and corps members analyze evidence of student gains, often using portfolios of student work compared to published external benchmarks such as the Direct Reading Assessment, state competency exams and the ACT.

In addition to one-on-one meetings, our program team works with each corps member individually to develop a plan for their professional development that takes into consideration their strengths and weaknesses and their students' quantitative growth academically. Professional development opportunities include visits to high performing schools or corps member led community initiatives including mentorship. Additionally, the Milwaukee program team leads monthly professional Saturdays for whole group development.

PDs are hired based on their success in their own classroom, as well as their ability to lead adults towards results. Once they are hired, they attend a week-long conference during the summer where they build the foundational skill of determining the root cause of a corps members struggle and coaching towards success. Their training continues as they work in the region -- meeting with principals and making visits to summer institute to observe their corps members. They are managed by a Managing Director of Program (MDP). The MDP works closely with our Executive Director to shape and effectively execute the strategy to achieve ambitions student achievement goals. The MDP develops a strong, outcomes focus performance culture within the program team. The Program Team meets formally once a week to check progress towards the region's goals. The MDP also holds individual check-ins with each PD to push towards their corps members' student achievement

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priorities.

Outcome: Performance Measure

Throughout the three-year grant cycle, TFA-Milwaukee expects to effect immediate and long-term impact on closing the achievement gap that reflect the results described below.

### IMMEDIATE IMPACT

Mathematica Policy Research, Inc. released an independent study in 2004 using a research methodology widely regarded as the gold standard, which found that students of TFA corps members made more progress in a year in both reading and math than would typically be expected and attained significantly greater gains in math compared with students of other teachers, including veteran and certified teachers. 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 (o).

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 (p).

### LONG-TERM IMPACT:

Our ever-expanding group of alumni is a powerful force for change by providing key leadership in education. For example:

- The District of Columbia Public Schools leadership team, comprised largely of TFA alumni, managed

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the largest growth in the country of any urban system on the national NAEP exam.

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

In each TFA site where we have placed corps members over the course of years, we see the significant impact of our alumni serving in leadership roles.

### MEASURING IMPACT:

TFA-Milwaukee opts into the national performance measure pilot:

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

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

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

We measure performance based on the impact our corps members have on student achievement. We measure grade-level growth and/or students' demonstrated mastery of content. Our corps members are expected to progress their students at least a year or more of academic growth per school year. Each corps member administers a diagnostic test in the beginning of the year to each student, and is then required to monitor student growth through ongoing and end-of-year assessments.

To ensure that our corps members lead their students to significant academic growth, progress is tracked by our internal gains measures, in which corps members report students' progress throughout the year based on audited and validated performance assessments. 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." For the 2011-2012 school 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 and involve volunteers in their classrooms.

Volunteers are often parents, family members of students or community members; they read aloud to students, assist in completing projects, and tutor students in areas of high need.

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2. TFA-Milwaukee will involve volunteers through our annual Teach For America Week event. Over the course of a week in late February, we will invite community leaders to present lessons in corps member classrooms. These volunteers bring real world lessons into schools and encourage students to set high goals for themselves.

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

4. During the 2009-2010 academic year, a TFA corps member's mother living in Milwaukee started "TFAngels" -- an organized network of 20-25 individuals who volunteer their time assisting in corps member classrooms across the city. Last year, the TFAngels logged over 200 volunteer hours. The group hopes to log over 300 hours in the coming year.

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

### Partnerships and Collaboration

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

DISTRICT AND SCHOOL PARTNERSHIPS: We rely on the guidance of our district partners in



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placing and supporting corps members. Our partner districts identify their staffing needs each spring and request our assistance in meeting them. We foster an ongoing relationship with each partner conducting meetings with principals and the superintendent of each district to ensure that they are satisfied with our teachers' performance. TFA-Milwaukee currently places its corps members in Milwaukee Public Schools (30), charter schools (33), partnership schools (4) and Milwaukee Parental Choice schools (21).

CERTIFYING BODIES: Once placed, our corps members work with either Marquette University or Cardinal Stritch University to earn the teaching certification they need to be classified as "highly qualified" under No Child Left Behind.

COMMUNITY LEADERS: During 2011, we will build an active volunteer advisory board of outstanding leaders from Milwaukee's philanthropic, business, and education communities. This group will play a critical role in helping us develop community resources and in focusing the interest of public and private leaders on the challenges faced by teachers and students in the Milwaukee school systems.

SUPPORTERS: TFA-Milwaukee is thankful to have support from the following organizations and individuals: the Kern Family Foundation, the Walton Family Foundation, the Greater Milwaukee Foundation, the Faye McBeath Foundation, M&I Bank Foundation, the Daniel M. Soref Charitable Trust as well as the families of Agustin Ramirez and Ted and Mary Kellner.

### Sustainability

Schools serving high-poverty communities have an ongoing need for mentor teachers and school

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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."

In one year, TFA-Milwaukee has already made an impact in the community. According to internal tracking, corps members made on average between a 1-1.5 years of reading growth with their students in their first year. In 15 of the 17 placement schools reporting 2009-2010 data from the Milwaukee Public Schools Benchmark Assessment, the corps member(s) in each school was either among the top two performing teachers in the school and/or had a significant positive impact on the school's cumulative numbers.

The following are some specific corps member stories that are indicative of these results:

At McNair Elementary, after advocating for more time with her fourth grade special education students, Michelle Vogt was able to move her entire class (75% of whom had scored 'minimal' previously) to all score proficient on the most recent benchmarks.

At Pulaski High, 66% of the total students who scored advanced on the most recent Algebra test came from Erin Fitzgerald's class, despite the fact that her students began the year significantly behind Pulaski averages, and the fact that there are 5 other Algebra teachers at the school.

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At Kluge Elementary, school-wide achievement scores typically hover at the district-wide average, with only half of students scoring proficiently. In Martha Elson's K4 class, however, over 80% of her students scored proficiently on the benchmark in both math and reading despite coming to school with limited early literacy skills.

At the School for Urban Planning and Architecture, Celia Glass advocated to start direct Algebra instruction for a pilot group of students and then (in the past 4 months) for the entire school (by teaching after school and giving up her preparatory period). Students who've been with her the whole year have moved from 3.9% proficiency to 80% proficiency, while scores for the school as a whole have risen more than 600%

Beyond the term of this grant, TFA-Milwaukee 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.

a) McKinsey & Co. "Economic Impact of the Achievement Gap." 2009

b) Hart, Betty and Risley, Todd. "Meaningful Differences in the Everyday Experience of Young American Children." 1995.

c) U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2000, 2002, 2003, 2005, 2007, and 2009 Reading Assessments

d) "Diploma Counts," Editorial Projects in Education, Education Week, 2007. (In many high-poverty districts, like those in Metro Atlanta, only half--or even less--of students graduate high school).

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- e) Editorial Projects in Education / Education Week, "Diploma Counts," 2009
- f) Moretson, Tom. "Family Income and Higher Education Opportunity," Postsecondary Education Opportunity, 2005 with updated data from 2006.
- g) U.S. Census Bureau, "Income, Poverty, and Health Insurance Coverage in the United States: 2009," 2010.
- h) McKinsey & Co "The Economic Impact of the Achievement Gap in America's Schools," 2009  
America's Children in Brief: Key National Indicators of Well-Being, 2008," Federal Interagency Forum on Child and Family Statistics.
- i) National SAFE KIDS Campaign (NSKC). Children at Risk Fact Sheet. Washington (DC): NSKC, 2004.
- j) McKinsey & Co "The Economic Impact of the Achievement Gap in America's Schools," 2009
- k) "The Real Value of Value Added" Education Trust, 2004, citing multiple studies
- l) "All Talk, No Action: Putting an End to Out-of-Field Teaching," Education Trust, 2002
- m) "Closing the Talent Gap: Attracting and Retaining top-third graduates to careers in teaching," McKinsey & Company, Social Sector Office, 2010
- n) School listed "most selective" or "more selective" by U.S. News and World Report, 2008.  
- Source for the percentages of African-American and Latino students at the top 340 schools: U.S. News & World report; U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System.
- o) "The Effects of Teach For America on Students: Findings from a National Evaluation," Mathematica Policy Research, June 2004
- p) The Urban Institute/CALDER Research Center (2009)  
[http://www.urban.org/UploadedPDF/411642\\_Teach\\_America.pdf](http://www.urban.org/UploadedPDF/411642_Teach_America.pdf)

### Organizational Capability

ORGANIZATIONAL CAPACITY:

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### Organizational Background

Mitzi Keel, Manager of Development and Public Partnerships, is the primary contact for this grant application. Garret Bucks, Executive Director, is the secondary contact.

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 Milwaukee 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 coordinates cash-in and expenses throughout the organization. In particular, our finance team coordinates our A-133 audit, our annual audit and our monthly reconciliation processes, and produces and monitors our projected budgets for each site and the organization. We use our Financial Edge database to help track funding streams and expenses by department and program element. This centralization allows national staff to provide assistance to TFA-Milwaukee 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 place, train, and support corps members so that they are prepared to make academic gains

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with their students. Since TFA-Milwaukee is requesting \$1800/MSY, we depend on other funding sources to raise the additional funds needed to support our total operating budget (\$2.5 million) in 2011. We are working to expand our current funding base in order to build a sustainable, broad base of community support. We are confident in our ability to continue sustaining the region's growth and building a critical mass of educators in our city through the following streams:

**FOUNDATIONS:** In FY 2010, we raised \$1.2 million from foundations in Milwaukee; \$575,000 was new money that we received by prioritizing new partnerships throughout the area and securing \$760,000 in committed funds for FY 2011. Through our aggressive prospect research, we have discovered that there are several foundations in Milwaukee that prioritize giving to education but are not yet supporters of TFA. We are also utilizing our network of current supporters to identify connections, to secure meetings with new foundations, and to create opportunities for TFA to share our work with a broad range of foundations through various organizations.

**CORPORATIONS:** In FY 2010, we raised \$87,500 from Milwaukee corporations -- including Harley-Davidson, M&I Bank, Northwestern Mutual, and Baird. This year, to help raise awareness among the corporate community of the achievement gap and TFA's role in closing that gap, we have already secured presentations to the Council of Small Business Executives, Northshore Rotary, Tempo Milwaukee, Women's Club, and FUEL Executive Council in the coming months. Additionally, we are asking current supporters to connect us with prospective corporations.

**INDIVIDUALS:** In FY 2010, we were able to raise almost \$150,000 from individuals in the Milwaukee community. In the coming fiscal year, we plan to begin our Sponsor-A-Teacher (SAT) program, a \$5,000 individual giving campaign to expand our pool of potential supporters and to

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increase awareness of TFA among new networks of individuals. SAT enables us to match a donor and corps member through their mutual interest in TFA. SAT allows donors to have an insider's view of the life of a corps member and it allows our corps members to meet and engage with supporters.

A state AmeriCorps grant would make up 9% of our proposed operating budget for the 2011 fiscal year. The rest of our funding will come from Foundations (70%), corporations (5%), individuals (8%), and district (8%).

TFA has been an AmeriCorps program since 1994. However, in the past five years, funding from the national AmeriCorps grant has covered national initiatives -- recruitment, admissions, summer training -- that are not included on our regional AmeriCorps budgets. The only CNCS support TFA-Milwaukee 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 Milwaukee.

A state AmeriCorps grant will provide crucial assistance in fueling future growth of our program in Wisconsin. Specifically, by partnering with Serve Wisconsin, we will be able to:

- Work with the commission's network of supporters to strengthen our ties with the larger Milwaukee 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 to become certified teachers through alternative route programs.
- Increase the socioeconomic diversity of our corps by providing AmeriCorps benefits that offset the

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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.

TFA-Milwaukee 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-Milwaukee is staffed by 8 employees. The Executive Director manages the Managing Director of Program, Director of Teaching & Learning, Development Manager, and Operations Associate. The Managing Director of Program manages 3 individual Program Directors. TFA-Milwaukee is working to form a regional advisory board in the coming year.

Our Executive Director, Garrett Bucks, leads our regional office by maximizing program quality, building a sustainable funding base and raising public visibility through community partnerships. As a 2003 corps member in New Mexico, Garrett led his fifth grade students to three grade levels of growth in math proficiency and two grade levels of growth in reading comprehension. After his corps experience, Garrett was awarded a Fulbright Fellowship to study international poverty alleviation programs in Sweden. He then returned to the classroom, developing a nationally innovative



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vocational training program for refugees in Chicago. From 2007-2008, he served as TFA's Wisconsin recruitment director, building the University of Wisconsin-Madison into one of the organization's three largest feeder schools.

Our program team is led by Managing Director of Program, Jim Curran. As a 2005 corps member in Phoenix, Jim's fourth grade students achieved significant academic gains. Jim has worked on TFA regional programming teams since finishing the corps in 2007.

TFA-Milwaukee currently has 3 program directors who work with our corps members directly to maximize their impact on student achievement, and build corps members' dedication towards furthering TFA's mission beyond their two-year commitment. Our Program Directors are Jessica Miller, Anita Boor, and Corrine Brantner. All three come to the PD position after being successful TFA corps members.

Our program team is also supported by Stephanie Millar, Director of Teaching and Learning. Stephanie was a corps member in Miami teaching special education in a variety of grade levels and settings and also help start up a new school. She then moved north to the Twin Cities where she was one of the founding teachers at the first KIPP (Knowledge is Power Program) school in the area.

Mitzi Keel joined TFA-Milwaukee this year as development manager. Mitzi joined TFA staff after graduation from the University of Kansas with a BA in Political Science and History. She has spent the past 4 years working on recruitment, talent recruitment, and institute management teams.

Amal Muna works in the role of Operations Associate. She is responsible for all office operations and

## Narratives

corps communications, including coordination of alumni and corps events. Amal has a BA in Sociology and Psychology from Marquette University. Prior to joining the staff of Teach For America she worked in the Middle East with a children's rights NGO.

TFA's national staff provides support to Milwaukee 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. As part of standard new staff training, TFA-Milwaukee personnel are trained on all software and programs that enable and improve work function.

### Multi-site Programs Only

TFA-Milwaukee's proposed sites include: Bruce Guadalupe Community School, Carmen High School of Science and Technology, Darryl Lynn Hines Academy, Hmong American Peace Academy, La Causa Charter School, Milwaukee College Preparatory School, Milwaukee Renaissance Academy, Milwaukee Academy of Science, Next Door Charter School, Urban Day School, Banner Prep School of Milwaukee, Shalom High School, Spotted Eagle High School, Atlas Preparatory Academy, Destiny High School, Garden Homes Montessori School, Hope Christian School, Messmer Preparatory

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Catholic School, St. Anthony School of Milwaukee Middle School, St. Joseph School, Milwaukee African American Immersion High School, Academia Leguaje Y Bellas (ALBA School), Auer Avenue School, Brown Street Academy, Bruce Elementary School, Bryant Elementary School, John Burroughs Middle School, Carson Academy of Science, Clement Avenue School, Martin Luther King Jr. Elementary School, Forest Home Avenue Elementary School, Fratney Elementary School, Gaenslen Elementary School, Hayes Bilingual School, Holmes Elementary School, Lady Pitts High School, Madison University High School, Milwaukee Sign Language School, Morse Middle School, Reagan High School, Riley Elementary School, Rufus King International School, Seifert Elementary School, and Washington High School.

We partner with these schools to meet the needs of low-income students by providing highly qualified teachers to assist in their efforts to close the achievement gap. We begin meeting with district officials to identify the highest need schools and teaching positions in Milwaukee in advance of placing members. We enter into contracts with interested districts; as part of this process, we receive \$2,500 from each school 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 school and district leaders 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.

### **Budget/Cost Effectiveness**

Cost Effectiveness:

TFA-Milwaukee is requesting 125 full time member slots at \$1800 /MSY.

A fixed amount grant from Serve Wisconsin, combined with commitments from foundations,

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corporations and individuals, will allow us to continue and further our work.

As a professional corps, our members are provided salaries and benefits from the school districts. Therefore, our costs relate solely to recruiting and supporting our members. These expenses are directly linked to outputs and outcomes -- the AmeriCorps grant will cover a percentage of the costs that enable TFA to recruit, place and support corps members so that they are prepared to make academic gains with their students and engage community members in their classrooms. With \$1800/MSY we depend on other sources to raise the additional funding needed to support our corps 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. We will actively seek to grow funding across all sources going forward. Since our inception we have already raised \$3.8 million locally over the course of three years. We set ambitious funding goals and are currently working in fiscal year 2011 towards raising a total of \$2.65 million dollars to fund our \$2.5 million proposed operating budget as well as continue to add to a reserve to ultimately operate on a \$6 million budget annually by 2015.

Less than one quarter into the fiscal year we currently have over \$1 million in commitments towards goal. Our goal is to have diverse base of funding across 5 different giving streams: Foundation (75%), Corporation (5%), Individual (8%), State (4%), and District (8%).

Budget Adequacy:

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

## Narratives

performance of students who traditionally enter the classroom 2-3 grade levels behind their peers in wealthier communities. It is imperative that we invest in providing the training and support necessary to be transformative teachers. Our regional costs are those associated with our training and support models, which have proven to be critical to maximizing our impact. A growing body of research shows that our corps members are more effective than other teachers, including certified and veteran teachers.\* Additionally, TFA corps members are more likely than other new teachers to return for a second year of teaching. In Milwaukee 100% 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.\*\*

We plan to raise \$2.65 million this coming year to fund our proposed \$2.5 million operating budget for the 2011 fiscal year (October 2011-September 2012). We already have \$1million in commitments for the year and are confident to raise the remaining funds in the next 10 months by working to renew the gifts of at least 80% of our current donors and also working to dramatically expand our funding base -- particularly in individual giving through the Sponsor-A-Teacher program -- which will support 8% of our operating budget next year. We will continue to gain support from new local foundations and corporations who be the major contributors (86%) to our operating costs.

By 2015, 242 corps members will be reaching more than 15,000 of Milwaukee's most disadvantaged students. Corps members' efforts will change students' lives and produce a new pipeline of diverse leaders for college campuses and our nation at large. At the same time, a force of nearly 250 TFA alumni will provide new leadership in Wisconsin and our nation. Funding is a key barrier to achieving this goal. The financial support and education awards provided by state AmeriCorps and our match partners will enable us to collectively move the needle in closing the achievement gap, changing the

## Narratives

conversation about what is possible and how to achieve it, and rapidly move our nation toward the tipping point at which the movement to end educational inequity becomes unstoppable.

\*"The Effects of Teach For America on Students: Findings from a National Evaluation," Mathematica Policy Research, June 2004

- The Urban Institute/CALDER Research Center (2009)

[http://www.urban.org/UploadedPDF/411642\\_Teach\\_America.pdf](http://www.urban.org/UploadedPDF/411642_Teach_America.pdf)

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

[http://www.regents.la.gov/Academic/TE/2009/Assessment\\_of\\_TFA\\_120309.pdf](http://www.regents.la.gov/Academic/TE/2009/Assessment_of_TFA_120309.pdf)

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

### Evaluation Summary or Plan

N/A

### Amendment Justification

N/A

### Clarification Summary

1. In the Clarification narrative field, please confirm your desired grant award start date and member enrollment period start date.

---August 15, 2011

2. Labor Union Concurrence

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

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

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

### 3. Criminal history checks

---Teach For America submitted an ASP to CNCS on December 23, 2010 in preparation for the new requirements to the criminal history check regulations outlined by the Serve America Act effective on April 21, 2011. In our ASP, we propose a continuation of our current criminal history check procedure, in which NSOPR and FBI fingerprint checks are conducted on all corps members prior to the start of our enrollment in AmeriCorps. The Teach For America-Milwaukee 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 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

## Narratives

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).

4. TFA has submitted different state grants with different Cost per MSY. 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.



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

--- TFA-Milwaukee partners with schools to meet the needs of low-income students by providing highly qualified teachers to assist in their efforts to close the achievement gap. We begin meeting with district officials to identify the highest need schools and teaching positions in Milwaukee in advance of placing members. Corps members interview at the school site and compete for open positions along with other new teachers. We work closely with school and district leaders 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.

6. Please provide a description of how TFA will collaborate with the Commission to address duplication of education programs in the Milwaukee area.

---TFA-Milwaukee works closely with other AmeriCorps programs - including Milwaukee Teaching Fellows, City Year and Admission Possible to coordinate programs in MPS increasing their impact on the district's strategic priorities. Recently, MPS has brought together all the Milwaukee-area AmeriCorps program directors in a series of meetings to building a more collaborative force focused on improving the outcomes for students in this city. Currently TFA-Milwaukee has reached out to these programs to coordinate our efforts for the upcoming AmeriCorps Week to maximize the impact and presence of AmeriCorps in the Milwaukee community.

7. In signing the certifications and assurances regarding displacement, you certified that no member will be placed into a position for which a recently resigned or discharged employee has recall rights as a result of a collective bargaining agreement, from which a recently resigned or discharged employee was removed as a result of a reduction in force, or from which a recently resigned/discharged employee is on leave or strike. Do you feel confident that you can make that assurance,

## Narratives

understanding that if we receive notice that a member has been placed in such a position, we may consider it a material noncompliance and have grounds to reduce funding to or terminate the program?

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

### Continuation Changes

N/A

## Performance Measures

### SAA Characteristics

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

### Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas      87

### 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-Milwaukee places corps members as teachers in low-income schools throughout Milwaukee.

Our corps members will serve as full-time teachers in grades pre-kindergarten through twelve. Each corps member

teaches an average of 80 students, therefore the number of students who begin in our program is 6,900. We

estimate that 6,200 students will complete participation in our program due to schedule changes and relocation.

Throughout the year, we provide extensive training and professional development to instruct corps members in

making and tracking the academic achievement made by their students. Teach For America-Milwaukee corps

members will lead their students to increased academic progress by the end of the school year.

#### Result: Intermediate Outcome

Result.

Teach For America-Milwaukee estimates that 4,100 students will make improved academic achievements of at

least one year's worth of growth in one academic year or grade-level sufficient mastery of content standards.

Indicator: ED15: Students with improved academic performance.

Target :4,100 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: 4100

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

PM Statement: Teach For America-Milwaukee 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 4,100 students.

#### Result: Output

Result.

Teach For America-Milwaukee estimates that 6,900 students will start the year in our corps members' classrooms.

Indicator: ED1: Students who start in an ACED program.

Target :Teach For America-Milwaukee estimates that 6,900 students will start the year in our corps

members' classrooms.

Target Value: 6900

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

PM Statement: Teach For America-Milwaukee will use an internal tracking system to track the number of students being taught by Teach For America-Milwaukee corps members, estimating that this will be 6,900 students.

#### Result: Output

Result.

## National Performance Measures

Result.

Teach For America-Milwaukee estimates that 6,200 students will complete the year in our corps members' classrooms.

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

Target : Teach For America-Milwaukee estimates that 6,200 students will complete the year in our corps members' classrooms.

Target Value: 6200

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

PM Statement: Teach For America-Milwaukee will use an internal tracking system to track the number of students who complete the year being taught by Teach For America-Milwaukee corps members, estimating this to be 6,200 students.

### Priority Area: Education

#### Strategy to Achieve Results

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

Teach For America-Milwaukee partners with local school districts and charter networks to place corps members as teachers in low-income schools. We regularly improve our evaluations, allowing us to refine our ability to recruit successful applicants, and improve our ability to train and support our corps members. As we make further enhancements to our program, our members will be even better trained and supported, which will help us maintain and even increase member satisfaction and retention. Teach For America-Milwaukee encourages corps members to continue teaching in public schools or remain in the field of education in the year after their term of service. Additionally, the training that corps members receive while in the corps through Teach For America and our university partners enable alumni to remain in teaching or in the education field.

#### Result: Intermediate Outcome

Result.

Teach For America-Milwaukee estimates that 12 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-Milwaukee estimates that 12 former AmeriCorps members will remain teaching in the year after term of service.

Target Value: 12

Instruments: Teach For America-Milwaukee 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.

## National Performance Measures

Result.

PM Statement: Teach For America-Milwaukee 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 12 members.

### Result: Output

Result.

Teach For America-Milwaukee will place 87 AmeriCorps members as teachers.

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

Target :Teach For America-Milwaukee will place 87 AmeriCorps members as teachers.

Target Value: 87

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

PM Statement: Teach For America-Milwaukee will use an internal tracking system to track the placement of 87 AmeriCorps members as teachers.

### Result: Intermediate Outcome

Result.

Teach For America-Milwaukee estimates that 5 former AmeriCorps members will remain in the education field after term of service.

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

Target :Teach For America-Milwaukee estimates that 5 former AmeriCorps members will remain in the education field after term of service.

Target Value: 5

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

PM Statement: Teach For America-Milwaukee will use an internal tracking system to track the number of alumni (former AmeriCorps members) who continue to remain in the education field in the year after their term of service, an estimated 5 members.

### Result: Output

Result.

Teach For America-Milwaukee estimates that 81 AmeriCorps members complete their service as teachers.

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

Target :Teach For America-Milwaukee estimates that 81 AmeriCorps members complete their service as teachers.

Target Value: 81

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

PM Statement: Teach For America-Milwaukee will use an internal tracking system to track the number of corps

## National Performance Measures

Result.

members who complete their year of service as teachers, estimating that 81 will do so.

### Result: Output

Result.

Teach For America-Milwaukee will place 87 AmeriCorps members as teachers in high-need public schools.

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

Target :Teach For America-Milwaukee will place 87 AmeriCorps members as teachers in high-need public schools.

Target Value: 87

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

PM Statement: Teach For America-Milwaukee will use an internal tracking system to track the placement of 87 AmeriCorps members as teachers in high-need public schools.

## Required Documents

**Document Name**

**Status**

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable