

## PART I - FACE SHEET

<b>APPLICATION FOR FEDERAL ASSISTANCE</b>		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction															
Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)																	
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):		3. DATE RECEIVED BY STATE:  07-JAN-11	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID:  11AC122848		4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER:  09ACHMD0010003														
<b>5. APPLICATION INFORMATION</b>																	
LEGAL NAME: Teach For America DUNS NUMBER: 621404383		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):  NAME: Dominique Lee-Fong TELEPHONE NUMBER: (410) 662-7700 115 FAX NUMBER: INTERNET E-MAIL ADDRESS: dominique.lee-fong@teachforamerica.org															
ADDRESS (give street address, city, state, zip code and county): 315 West 36th Street 7th Floor New York NY 10018 - 6404 County: New York																	
6. EMPLOYER IDENTIFICATION NUMBER (EIN):  133541913		7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Local Education Agency National Non-Profit (Multi-State)															
8. TYPE OF APPLICATION (Check appropriate box).  <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/>  A. AUGMENTATION        B. BUDGET REVISION  C. NO COST EXTENSION    D. OTHER (specify below):		9. NAME OF FEDERAL AGENCY: <b>Corporation for National and Community Service</b>															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps State		11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Teach For America-Baltimore															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Baltimore City, MD; Balitmore County, MD		11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 08/01/11      END DATE: 07/31/12		14. CONGRESSIONAL DISTRICT OF: a.Applicant <u>NY 008</u> b.Program <u>MD 003</u>															
15. ESTIMATED FUNDING: Year #: <u>3</u>		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?  <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:  DATE:  <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 318,439.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 181,882.00</td> </tr> <tr> <td>c. STATE</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>d. LOCAL</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>e. OTHER</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>f. PROGRAM INCOME</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>g. TOTAL</td> <td style="text-align: right;">\$ 500,321.00</td> </tr> </table>		a. FEDERAL	\$ 318,439.00	b. APPLICANT	\$ 181,882.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 500,321.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
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g. TOTAL	\$ 500,321.00																
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.																	
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Shalini Lall		b. TITLE:	c. TELEPHONE NUMBER: (213) 489-9272														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/02/11															

## Narratives

### Executive Summary

Teach For America-Baltimore's mission is to enlist the nation's most promising future leaders in the movement to eliminate educational inequity. Teach For America-Baltimore believes that the gap in educational outcomes that persists along socioeconomic and racial lines is this country's greatest domestic challenge, and that in order to live up to this nation's ideals, it must ensure that all children have access to an excellent education. Teach For America-Baltimore achieves this by building a diverse, highly selective national corps -- of all academic majors and career interests -- who commit at least two years to teaching in urban and rural public schools in the United States's lowest-income communities, and then become lifelong leaders in expanding educational opportunity. Today, 320 individuals are teaching 20,000 students across Baltimore's low-income communities.

### Rationale and Approach

#### 1) RATIONALE AND APPROACH

##### a. COMPELLING COMMUNITY NEED

In the United States, and right here in Maryland, where a child is born too often determines his or her educational and life opportunities. In Baltimore City, where nearly three quarters of students are eligible for free/reduced lunch, academic achievement is unacceptably low: based on the Maryland State Assessment (MSA) only 63% of 8th graders are proficient in reading and just 39% are proficient in math (compared to 91% and 85%, respectively, in Howard County). This dismal middle school achievement only gets worse as students go on to high school, with Baltimore City reporting the third-lowest graduation rate in the country, based on Education Week's ranking of the 50 largest school districts.

Baltimore's ailing education system is all the more inexcusable in contrast to the public education opportunities afforded to students growing up elsewhere in Maryland, which was recently ranked the number one state in the country for public education by Education Week, The College Board, and

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Newsweek. While the graduation rate in Baltimore City is only 62%, it is 84% in Baltimore County and 94% in Howard County.

Teach For America's mission is to close that gap in achievement between children growing up in low-income Baltimore City Public Schools and their more affluent peers in neighboring districts, ensuring that Baltimore's students have the opportunity to attain an excellent education. Teach For America approaches this mission in two ways:

First, it provides BCPS students with a critical source of talented and dedicated teachers. Teach For America-Baltimore places full time, highly qualified teachers in Pre-K-12 and special education classrooms in high need Baltimore schools. This target population is 89% African-American and/or Latino and 73% of students served are eligible for free/reduced lunch. This past year, 155 current Teach For America corps members taught in nearly 60 BCPS schools, reaching more than 10,000 students every day. Teach For America focuses its corps members' efforts on leading their students to at least 1.5 grade levels of academic growth in a single year.

Second, with an understanding that the challenges facing Baltimore's schools and children are too large and complex to solve with excellent teachers alone, Teach For America is building a force of leaders with the insight and commitment to effect broad, systemic change. Following their two-year commitments, corps members become alumni with a deep understanding of the inequities facing children in low-income communities and the knowledge and credibility to take on those challenges. These combined efforts will bring lasting reform to Baltimore's public schools, eventually providing students with the education and opportunities they deserve.

### b. DESCRIPTION OF ACTIVITIES AND MEMBER ROLES

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Throughout the three year grant period, Teach For America-Baltimore will grow and improve the Baltimore corps, working with the BCPS to place members as full time teachers in public Pre-K-12 and special education classrooms. Teach For America corps members are talented recent college graduates of all academic majors, working in the highest-need schools in Baltimore City. Corps members will work across a variety of subject areas and grade levels and aim both to impact the academic achievement of their students and to take a lead role in accessing and leveraging additional resources for their schools and communities. In their service as full-time highly qualified teachers, 350 full-time members will reach over 16,000 students every school day, build meaningful relationships with parents and school communities, and provide extra instruction and opportunities for students that seek to maximize their academic achievement. In addition to their service as classroom teachers, members engage in workshops and classes to align their service with the mission of Teach For America.

Given the structure of Teach For America's professional corps and its members' terms of service, Teach For America requests 350 full-time member slots for its corps members. Its members will use these full-time awards to attain full professional certification and licensure during their service, and in many cases they will pursue graduate work to advance their long-term interests.

In order to affect immediate and long term benefits for the students it serves, Teach For America-Baltimore's focus is on:

- Recruitment of the nation's top colleges' talented and diverse graduating seniors with strong academic backgrounds

- Selection of top candidates through a rigorous admissions process

- teacher preparation through an intensive residential summer institute

- Baltimore specific induction and placement of new teachers in Baltimore public schools

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&#61607; Ongoing support, professional development and partnerships with Johns Hopkins University for certification and optional masters program

&#61607; Connection to alumni network and to leadership opportunities after their service commitment.

Teach For America-Baltimore targets the most highly sought-after college graduates from all backgrounds with varied career interests who have what it takes to excel as teachers and ultimately to exert broader societal influence in the country. Teach For America recruitment teams identify top prospects and cultivate them individually to apply, while also raising campus awareness and building knowledge about educational inequity.

Corps members attend a week long induction in Baltimore followed by a rigorous five-week summer training institute in Philadelphia. Corps members develop the foundational knowledge, skills and mindset needed to be highly effective teachers by observed teaching, coaching, studying, careful planning and thoughtful reflection.

Teach For America's training curriculum includes six courses: Teaching As Leadership; Learning Theory; Instructional Planning and Delivery; Classroom Management and Culture; Literacy Development; and Diversity, Community and Achievement. Teach For America also partners with Philadelphia public schools to run a summer school program for thousands of children. Corps members teach in teams while receiving feedback from experienced teachers with proven track records of success. In the afternoons and evenings, they participate in professional development workshops and activities coordinated by a faculty of Teach For America alumni.

Following the corps members' return to Baltimore and their placement in under-resourced schools,

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Teach For America's year-long program of support is proactive -- scheduled review cycles -- and reactive -- reacting to corps member needs over the course of the year with flexible and responsive professional development offerings. Building on the foundation corps members receive at the summer training institutes, Teach For America-Baltimore's support network will provide professional development throughout the two-year commitment. Teach For America-Baltimore's staff -- most of whom were high-performing corps members themselves -- coach corps members' professional development by helping them prioritize where to focus on improving and building the knowledge, skills and mindsets necessary for classroom success.

Teach For America seeks to ensure compliance with rules concerning prohibited service activities for corps members. All members receive and must sign a corps member contract that includes information on prohibited service activities. All incoming corps members will participate in a series of orientation sessions led by its program manager and program staff. These sessions will be designed to familiarize them with the expectations, requirements, and benefits of being an AmeriCorps member and to create an understanding of the community responsibilities and prohibited activities, as well as the rationale underpinning these obligations. In addition, Teach For America will continue to reinforce these requirements for member compliance during monthly email blasts and during periodic corps member general meetings. Finally, Teach For America's local Program Directors interact with corps members directly, supporting their classroom performance and professional development and also ensuring they meet appropriate AmeriCorps standards.

Continuing its partnership with AmeriCorps is a top priority for Teach For America-Baltimore: it needs to continue to recruit service-minded individuals in order to fulfill its pledge of bringing an increased number of teachers to Baltimore. A partnership with the Maryland Governor's Office on Service and Volunteerism is an indication of Teach For America's validity as a state-wide service organization and

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will assist us in tapping into the strong ethos of service among individuals who are interested in teaching in Baltimore and affecting lasting change in public school systems.

### c. MEASURABLE OUTPUTS AND OUTCOMES

Two sets of performance measures are associated with this grant: the fully aligned set Effecting Academic Gains in Student Achievement, and Volunteer Recruitment and Training.

Teach For America's aligned Effecting Academic Gains measure contains an output, intermediate outcome and end outcome. As its output measure, Teach For America will work with BCPS to place highly qualified members to teach grades Pre-K-12 in under-resourced schools. Its goal is to place 160 corps members for the 2009-10 program year. For the intermediate outcome, it will gauge the success of its professional development network meant to help corps members become better teachers. Its end outcome measures the percentage of corps members achieving at least one to two years of academic growth in their classrooms and impacting the education of all of their students. Teach For America expects its members to strive for significant gains in their classroom. It estimates that its gains will increase so that by the end of the 2010-2011 school year 75% of corps members will achieve at least one to two grade levels of students' academic growth therefore significantly accelerating the academic success of students in Baltimore.

Teach For America tracks academic gains in student achievement quarterly, through data that is submitted by corps members to their Program Directors. It tracks how effective the training of corps members is through responses by corps members on its mid and end of year surveys, as well as through determining if corps members achieve their goals.

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The second measure, Volunteer Recruitment and Training, recognizes that members of the broader community can impact students' academic achievement. Teach For America believes that it can strengthen the connection between communities and schools by encouraging corps members to bring the talents of volunteers to their classrooms. Teach For America tracks volunteer recruitment by corps members through corps member responses on its mid and end of year surveys as well. Its output is the 350 volunteers its corps members will recruit into the classroom, while the end outcome is the number of volunteers brought into the classroom. In year one, Teach For America anticipates its corps members leveraging 350 volunteers.

### d. PLAN FOR SELF ASSESSMENT AND IMPROVEMENT

Teach For America-Baltimore is deeply engaged in a process of continuous improvement: measuring progress against its goals, analyzing its program approach, and adapting that approach accordingly to increase its corps member impact. Teach For America also believes strongly in the need for accountability to its goals.

Teach For America measures its program goals through three important tools: cycles of observation, internally managed corps member surveys, and independent surveys of the principals in the schools in which corps members teach. These tools allow Teach For America to measure the effectiveness of its training and support program and the impact its teachers have in schools in low-income communities. It also continues to work with independent research firms to enable studies that gauge corps member impact on schools in low-income communities.

Corps members are formally observed by Teach For America-Baltimore's Program Directors at least four times a year. After each observation, corps members and Program Directors review student data and



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engage in rigorous problem solving exercises to improve their classrooms. At the end of the school year, Program Directors meet with each corps member and analyze evidence of student gains - in some cases standardized test scores, in other cases, portfolios of student work evaluated against published external benchmarks. By measuring the percentage of corps members who can show evidence of attaining significant academic gains, Teach For America can improve its program over time to ensure that even more low-income students can catch up academically with their wealthier peers. The results of these conversations are the basis for the data it collects and analyzes once the school year is completed. An end of year report is created which includes the analysis of this data.

Online surveys are conducted at the middle and at the end of the academic year to poll teachers on a wide range of issues from satisfaction to the effectiveness of Teach For America's training and support model to corps member involvement with parents and extra-curricular activities. Additionally, Teach For America surveys corps members after professional development Saturday workshops to assess the success of its support systems and continue to work to improve them. The surveys also offer corps members the opportunity to provide written feedback on all aspects of the program. Teach For America tracks all of this data and evaluates it to improve its work.

Teach For America measures the impact of its corps members on students and the schools where they work, by conducting an independent survey of principals every other year. This year, Teach For America is partnering with Policy Studies Associates, Inc. to develop and implement a tool to gauge whether corps members have a positive impact on student achievement and the school community.

Recognizing that independent studies are expensive and pose a logistical challenge to conduct in each of its regions every year, Teach For America is seeking an additional externally validated measure to complement its internal assessments moving forward.

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### e. COMMUNITY INVOLVEMENT

Teach For America-Baltimore actively utilizes its relationships with the community to assess needs and develop strategy for addressing them. Primarily, it reaches out to its advisory board and works through its partnership with Baltimore City Public Schools.

The Teach For America-Baltimore advisory board is a volunteer body made up of outstanding leaders from the fields of education, finance, policy, philanthropy, and community development. The board meets periodically through the year as a whole body and in committees which advise on development, program implementation, and visibility initiatives. This group plays a critical role in helping us develop community resources to help corps members achieve their goals inside and outside the classroom. The board is also critical in focusing the interest of public and private leaders in Baltimore on the challenges faced by teachers and students in BCPS. As an independent nonprofit organization working with BCPS to implement positive change in the district, Teach For America is a conduit for these organizations and individuals to become more deeply involved in local educational reform.

Teach For America-Baltimore finds itself at a unique and exciting moment in its history. Over the last 18 years, Teach For America has proven that not only are its teachers having a tremendous impact on student achievement in classrooms everyday, but its alumni are impacting change as well, both inside the classroom and out. Working side by side with their fellow teachers, principals, and community leaders, corps members and alumni are encouraged to excel, by collectively working together to end educational inequity in this city.

This impact has not gone unnoticed by the administration for Baltimore City Public Schools, including

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CEO of Schools Dr. Andres Alonso, who is excited about Teach For America's presence within the school system. Because of this, Teach For America is working with the school system to ensure that it can continue to grow its presence in Baltimore City to the point of doubling the size of its corps in the next two years. In the 2009-2010 school year, it brought in its largest corps of teachers (164) to date in Baltimore City and will be maintaining that incoming corps size for the 2010-2011 school year. That would mean that by 2010 Teach For America-Baltimore will have 320 teachers in Baltimore City Public Schools, reaching roughly 21,000 students daily, or just shy of 1 out of every 4 students in Baltimore City. This is truly a pivotal point in the educational reform of Baltimore, and Teach For America is eager to see it come to fruition.

Teach For America-Baltimore has also partnered with New Leaders for New Schools, an educational service program in Baltimore, to create a new initiative for aspiring school leaders: Developing Leaders Program. This program provides a unique opportunity for alumni to work as full-time, salaried administrators or instructional support team members in schools. Each Developing Leader will serve in an essential school leadership role with a New Leaders for New Schools Principal throughout the partnership year, gaining critical adult leadership and project management experience.

In addition to securing the necessary financial and moral support from key community constituents, Teach For America has partnered with Johns Hopkins University to have its teachers gain certification through a State Approved Teacher Education Program. Corps members also have the option to pursue their Masters in Education. Johns Hopkins University staff have worked with Teach For America extensively to determine appropriate course requirements and establish their roles in assisting corps members. Beyond the support that corps members receive from their Program Directors, they spend many hours with their University mentors determining ways to become more effective teachers.

### f. REALTHIONSHIP TO OTHER NATIONAL AND COMMUNITY SERVICE PROGRAMS

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Teach For America-Baltimore values its relationship with AmeriCorps and to the other important programs that operate with national and community support. In instances where there are national or community service projects that bring together members of service programs across Maryland in active service, Teach For America encourages its members to participate and provide support to programs. An example of this collaboration is corps members' partnerships with Experience Corps members at Waverly Elementary/Middle School and The Barclay School. At these locations, Experience Corps members assist Teach For America members with various school day activities including reading aloud, class projects, and classroom organization. This type of collaboration builds capacity to enrich students' academic experiences.

Teach For America - Baltimore recognizes the immeasurable worth of civic engagement and works to instill this value in corps members throughout their training. One of the curriculum strands focuses on the value of investing outside stakeholders in the academic success of students. The Teach For America staff encourages corps members to create formal and ongoing classroom volunteer/involvement opportunities for parents and other community volunteers such as tutoring or mentoring. Similarly, corps members are encouraged to be active and engaged members of their schools and communities, outside of their classrooms and to participate in programs organized by the Maryland Governor's Office on Service and Volunteerism, including AmeriCorps launch day activities and National Days of Service activities.

Teach For America's movement is built on the achievements of its corps members, local alumni, and the students they impact. For the 2008-2009 school year, three corps members were named Teacher of the Year at their schools. Corps members have also begun their own service projects. At Cherry Hill, a corps member founded a four-school flag football league that uses incentives for students to keep their grades

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up to maintain eligibility. Another corps member at George Kelson earned a grant to take his students to New Orleans over spring break to rebuild homes. A second-year corps member was selected from 1200 applicants to present at the National Council of Teachers of English conference next year. These stories represent just a snapshot of the great work corps members are doing inside and outside of the classroom.

### g. POTENTIAL FOR REPLICAITON

Teach For America - Baltimore is part of the Teach For America national program which operates sites in 35 regions. Each Teach For America site is developed around one national program model, and adapted to fit a particular regional context. From the very beginning, Teach For America's program was with internal replication and expansion in mind. It has been successful over the past 18 years in opening and developing regional sites and look forward to even greater expansion over the next several years. Replication leads to Teach For America's ability to recruit, train, and support even more citizen-leaders while addressing the needs of thousands of students across the country.

In addition to internal replication, Teach For America's model has influenced the creation of other non-profits that share its mission. Upon the founding of Teach For America in 1990, it was unusual for people who did not major in education or attend a traditional college of education to enter the public school teaching profession. There was no clear alternative path toward licensure, and the barriers to entry into the profession were quite high. Now, a number of organizations are bringing college graduates of all academic majors into teaching in low-income school districts at unprecedented rates. Programs such as The New Teacher Project and the Baltimore City Teaching Residency are modeled after Teach For America's idea that it is essential to bring the most talented recruits into the profession.

### Organizational Capability

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### D. ORGANIZATIONAL CAPABILITY

#### 1) SOUND ORGANIZATIONAL STRUCTURE

##### a. ABILITY TO PROVIDE SOUND PROGRAMMATIC AND FISCAL OVERSIGHT

Teach For America started in 1990, and it currently services 39 communities nationwide. Locally, it came to Baltimore in 1992 and has placed over 865 corps members in classrooms throughout Baltimore City Public Schools since its inception. Teach For America recently brought in its largest corps to date of over 164 teachers, who joined 83 second year corps members to impact the lives of over 16,000 students in Baltimore City.

Teach for America's national staff provides support to its regional sites in a number of different areas, including finance and grants management. At the national office, a number of well-qualified specialists are available to meet and guide regional staff on AmeriCorps compliance, filling out standard forms, budget creation, and general grant management. Its finance team reports to the auditing and finance committees of its board, and works closely with its development team and budget trackers to coordinate cash-in and expenses throughout the organization. This structure allows for the appropriate breakdown of responsibilities and a system of checks and balances needed to ensure accurate financial accounting, coordination of regional fundraising and spending and the accurate tracking of all finances across the country.

In particular, Teach For America's finance team coordinates its A-133 audit, its annual audit and its monthly reconciliation processes, and produces and monitors its projected budgets for each site and the organization. It has implemented accurate financial management systems and use its Financial Edge database to help track funding streams and expenses by department and program element. This

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centralization allows Teach For America to provide assistance to, and oversight of, its regional operating sites in their compliance with federal budget requirements; its central program team helps ensure compliance with the programmatic elements of federal grants.

Teach For America-Baltimore has received and effectively managed its AmeriCorps responsibilities through its State Grant since 2004. Receiving a new AmeriCorps grant will enable it to continue its program's stability, community engagement, and strong local partnerships. The awarding of the grant lends credibility as it seeks increased funding sources and seek to become an enduring institution here in Baltimore.

Its program has increased capacity through the expansion of its corps size, and it added a Director of District Strategy, a District Strategy Coordinator, and two additional Program Directors. Being that Teach For America operates in over 84 schools throughout Baltimore, these additions to its regional organizational capacity have allowed it to increase its support of Baltimore corps members and provide sound programmatic and fiscal oversight regionally.

### b. BOARD OF DIRECTORS, ADMINISTRATORS, AND STAFF

Teach For America-Baltimore benefits from national and local leadership, as well as the talents of its Baltimore-based staff. Teach For America's national office, based in New York City, works in conjunction with its regional operating sites, including Baltimore, to ensure the success of its teacher corps. The Teach For America - Baltimore Advisory Board consists of highly engaged individuals who are passionate about bettering education for all children, believe Teach For America to be the vehicle to increase opportunities for students locally, and have access to the resources to support and sustain the growth of the movement. They take ownership for supporting the growth of the corps and promoting educational equity in the community. (Please see section D.2) a. for more information on its board)

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Its Executive Director, Courtney Cass, leads Teach For America's Baltimore region. Courtney joined Teach For America in 2008 as the director of district strategy on Baltimore's regional team and later transitioned to the role of managing director of development. Prior to joining Teach For America's staff and after finishing law school, Cass clerked for United States District Court Judge J. Frederick Motz. During law school, Cass co-founded and led the student organization Child Advocacy, Research, & Education and was awarded the Family Law Book Award. Prior to law school, Cass, a 2000 corps member in New York, taught second grade for three years, where she ran an after school storytelling program and was named Second Grade Lead Teacher. She received her B.A. at Columbia University, her M.S. in Teaching at Pace University, and graduated Order of the Coif from the University of Virginia School of Law.

Kennietha Jones and Diana Filo serve as Managing Directors of Program and oversee all aspects of regional program in Baltimore, including, professional development, university partnership, placement and hiring and developing Program Directors. Maggie Master supports the program managers with all aspects of program and in addition is charged with building relationships among the district, city, and state level. Maggie works with district leaders, staff, principals, and schools to strategically place corps members, and build understanding of and support for program through a variety of strategies.

Teach For America-Baltimore also has a team of seven Program Directors who work with Managing Directors of Program to ensure that it reaches its programmatic goals by helping members maximize their impact on student achievement. Program Directors also help to build corps members' dedication towards continuing Teach for America's vision beyond their two-year commitment. Their discussions and mentoring work help corps members establish a sense of responsibility for national service and a



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commitment to Teach For America and Baltimore. Baltimore Program Directors are Charlie Odom, Keisha Kersey, Daniel Brown, Martha Henderson, Kate Watts, Meredith Garrahan and Shyam Gadwal.

### c. PLAN FOR SELF-ASSESSMENT OR IMPROVEMENT

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

Teach For America believes that engaging in regular reflection on performance and competency acquisition is a key strategy for attaining its goals and developing the leadership potential of its staff members. Thus, staff members and their managers engage in structured reflection, providing constructive feedback and targeting areas for improvement. Performance reviews happen twice a year.

### d. PLAN FOR EFFECTIVE TECHNICAL ASSISTANCE

Teach for America's national staff provides support to its regional sites 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, filling out standard

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forms, budget creation, and general grant management. In addition to these specialists, the Teach For America 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 Teach For America in New York City also includes a well-staffed technology department that is available to assist with any technical problems that should arise at the regional level. Its staff in Baltimore reaches out to the technology team via email and telephone and has the capacity to interface with personal computers in Baltimore. As part of standard new staff training, Teach For America-Baltimore personnel are trained on all software and programs that enable and improve work function.

### 2) SOUND RECORD OF ACCOMPLISHMENT AS AN ORGANIZATION

#### a. VOLUNTEER GENERATION AND SUPPORT

The Baltimore advisory board currently consists of 7 volunteer leaders from the Baltimore community who help guide and assist the regional office in establishing and promoting Teach For America on a regional level. The advisory board expands its organizational capacity primarily by helping to create program recognition in the community, advising staff on program challenges and relationships with community institutions, and assisting in securing diverse community funding. They specifically work on key projects throughout the year that help raise funds for the organization, raise visibility, and provide additional resources to corps members and alumni. They have been involved in various meetings with key community stakeholders and collaborators. Jan Rivitz, the Board Chair and Executive Director of the Aaron and Lillie Straus Foundation, has been a key lever in helping Teach For America build relationships with philanthropic and community leaders across Baltimore.

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In addition to the volunteer support provided by its regional board, Teach For America-Baltimore encourages corps members and alumni to be active and engaged members of their schools and communities. Last year, 81 percent of corps members reported that they participated in extra curricular activities in addition to the opportunities provided by the Baltimore staff. Also, 30% of its over 450 alumni living in Baltimore volunteered their time to Teach For America-Baltimore initiatives.

### b. ORGANIZATIONAL AND COMMUNITY LEADERSHIP

At a National level, both the Teach For America program and its members have received recognition for successfully combating one of the nation's most challenging domestic issues. In 2008, Business Weekly ranked Teach For America #11 out of the top 100 employers of undergraduate students. For three years in a row, Teach For America has received the Fast Company/Monitor Group Social Entrepreneur Award and is recognized with the top 45 non-profits utilizing innovative corporate models to tackle social problems and injustices. In recognition of Teach For America's impact on public education, TIME magazine named Wendy Kopp one of the world's 100 most influential people in 2008.

Teach For America-Baltimore has also gained recognition locally. Baltimore Magazine published a full article on two of its corps members, Sarah Orazo and Cristina Duncan-Evans, who taught four of the five sections of Government at Paul Laurence Dunbar High School last year, and led 94 percent of their students to a passing score on the Government HSA. Their hard work and dedication pushed their students to remarkable results, especially when compared to the city's average passing rate of 50 percent for the entire city. In their first year of teaching, Sarah and Cristina led their class to the highest passing rate that Dunbar High School has ever had. Most recently the Afro America Magazine also published a

## Narratives

piece outlining the impact of Teach For America-Baltimore.

Teach For America-Baltimore has been successful in securing match resources in all three years of its previous grant agreement beyond the required terms of the agreement. It has had great success in multiple funding streams and the continued support of leaders and philanthropists in the Baltimore area, which allow us to take full advantage of the unique growth opportunities to strategically expand and deepen its impact in Baltimore.

### c. SUCCESS IN SECURING MATCH RESOURCES

Teach For America-Baltimore is supported by a wide-range of stakeholders. Its funding base draws significantly from the public, corporate, foundation, and individual sectors. The Abell Foundation has funded the program for 18 years and has increased funding from a beginning sum of \$5,000 to a \$125,000 grant in the the last fiscal year -- their largest gift to the organization to date. The Straus Foundation has been a supporter since 2000, recently funding the program with a two-year \$200,000 grant for 2000 and 2010. For the 2009 fiscal year, Teach For America was successful in increasing the support it received from individuals by six fold. A number of corporate partners increased their level of support with T. Rowe Price becoming a true champion, donating \$200,000 to be distributed over two years. It also received increased support from Sylvan/Laureate, Legg Mason, Wachovia, and M & T Bank. It had success securing a number of multi-year gifts from foundations, corporations, and individuals and currently have \$1.4 million secured for the coming fiscal year

### 3.) SUCCESSS IN SECURING COMMUNITY SUPPORT THAT RECURS, EXPANDS IN SCOPE, INCREASES IN AMOUNT, AND IS MORE DIVERSE

## Narratives

### a. COLLABORATION

Teach For America-Baltimore has developed several partnerships throughout its 18 year tenure that increases the quality and reach of its program. Its primary collaborations are with the local public schools where its teachers serve, and Johns Hopkins University and Towson University in which it partners with to build professional development and to ensure certification of the teachers. Through this formal partnership with Johns Hopkins University and its School of Professional Studies in Business and Education and Towson University, corps members are offered the opportunity to earn a Masters of Education in Teaching through their Departments of Teacher Preparation. Additionally, JHU offers a special cohort of classes for corps members who are seeking their Standard Professional Certification in the state of Maryland. As mentioned above, it has also partnered with the New Leaders for New Schools program (see community involvement). The partnerships Teach For America has established help it to more effectively execute its program activities and increase the quality of its services.

### b. LOCAL FINANCIAL AND IN-KIND CONTRIBUTIONS

Teach For America - Baltimore is supported by a wide-range of stakeholders. Its funding base draws significantly from the public, corporate, foundation, and individual sectors. The Abell Foundation has funded the program for 18 years and has increased funding from a beginning sum of \$5,000 to a \$125,000 grant in the last fiscal year -- their largest gift to the organization to date. The Straus Foundation has been a supporter since 2000, recently funding the program with a two-year \$200,000 grant for 2000 and 2010. For the 2009 fiscal year, it was successful in increasing the support it received from individuals by six fold. A number of corporate partners increased their level of support with T. Rowe Price becoming a true champion, donating \$200,000 to be distributed over two years. It also received increased support from Sylvan/Laureate, Legg Mason, Wachovia, and M & T Bank. It had

## Narratives

success securing a number of multi-year gifts from foundations, corporations, and individuals and currently have \$1.4 million secured for the coming fiscal year

### c. WIDE RANGE OF COMMUNITY STAKEHOLDERS

In addition to the many individuals, corporations, and foundations that support its work, a number of community institutions are stakeholders in Teach For America-Baltimore. First, over 84 individual schools in which it places corps members care deeply about Teach For America corps members' success and the principals continue to work with us to ensure corps members make a significant impact on their students. In addition to continuing to place corps members in their schools year after year, administrators who lead these educational institutions have expressed their satisfaction in corps members. Teach For America is proud to report that 95% of the principals surveyed stated they would hire another Teach For America teacher if their was a vacancy at their school.

Additionally, Teach For America's advisory board is committed to the program. Their support has continued, expanded and diversified over time. Teach For America has had many of its Board Members solicit additional support from external stakeholders over time as well as engage more actively as it continues to expand. See section D.2) a.

### **Cost Effectiveness and Budget Adequacy**

#### E. COST EFFECTIVENESS AND BUDGET ADEQUACY

##### 1) COST EFFECTIVENESS

Teach For America is a cost-effective program. While it is confident that it has budgeted sufficient resources for its program needs based on its experience operating a professional corps, it is very cognizant of the need to be cautious and resourceful in its spending to justify the significant investment

## Narratives

that the public and private sector makes in its program. It has been recognized by outside groups for its efficiency. Charity Navigator, a non-profit watchdog group, gave Teach For America its highest 4-star rating in past years; and Worth magazine named Teach For America one of its top 100 charities in America based partially on financial efficiency.

### a. CORPORATION COST PER MEMBER SERVICE YEAR (MSY)

It is requesting 350 full time member slots in year 1 of this proposed grant beginning in 2010. Its corporation cost per MSY will be \$1,996.

### b. DIVERSE NON-FEDERAL SUPPORT

Teach For America-Baltimore works to raise money from a wide array of funding streams. Last year, in fiscal year 2009, it raised nearly \$3.8 million. It set ambitious funding goals and are currently working in fiscal year 2010 towards raising \$5 million. Last year Teach For America-Baltimore built a strong development framework resulting in a number of new gifts from foundations, individuals, and Baltimore City. It firmly believes in diversifying its funding in order to ensure the continuation of its programming. To that extent, its funding portfolio represents a wide distribution of sources. It is funded 24% by local foundations, 39% by individuals, 16% by corporations, and 21% by state agencies.

### c. DECREASED RELIANCE ON FEDERAL SUPPORT

It will take projected investments of approximately \$17,475,456 over the three years (total) to sufficiently fund the recruitment, selection, training, and ongoing support of 160 new corps members as well as its returning corps members and alumni in 2009, 2010, and 2011. To meet its region's needs for

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talented human capital for its school and community leadership pipelines, Teach For America-Baltimore will need increased investments on the local level in order to help us scale up rapidly given the exponential nature of its growth plan. In FY2009, its operating budget will be over \$4.5 million. Its projected operating budget will be approximately \$6 million in FY2010, and approximately \$6.8 million in FY2011.

It is confident that this goal will be met: to date, it has already secured commitments of \$1.4M from local entities for the 2010 fiscal year which began on September 30th. It recently received its largest local gifts to date; these gifts, along with increased support of the Baltimore City Public School System, signify a tipping point in the philanthropic community's focus on investing in Teach For America and on continuing its operations in Baltimore.

### 2) BUDGET ADEQUACY

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

Its budget reflects the expenses which Teach For America-Baltimore expects to incur to recruit, select, train, support, and provide professional development to corps members. These costs include the salaries



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and direct costs of its operations, as well as the proportional costs associated with bringing corps members to Baltimore and supporting its program. Its proposed budget is based on the size of its corps for the 2009-10 school year and includes the regional portion of costs associated with recruitment, selection, and training, as well as local management costs. Budget management is implemented and overseen on both a regional and national level and is subject to an annual independent audit.

### Evaluation Summary or Plan

#### 3) Evaluation

Teach For America-Baltimore has employed Policy Studies Associates to conduct an independent survey of principals in schools that employ its corps members. These principals are surveyed as to the effectiveness of its corps members, and the extent to which its members affect student achievement. A copy of the evaluation will be sent to Maryland Governor's Office on Service and Volunteerism.

### Amendment Justification

n/a

### Clarification Summary

April 28, 2011

Budget Clarification Items:

1. Staff and Member Travel - Travel expenses are not included on the budget because they are covered by other grants.

3. Other Operating Costs: Criminal History Background Checks:

Teach For America has a current Alternative Search Protocol (ASP) in place with the Corporation approving our corps members to cover the cost of the FBI criminal history check. We have included a copy of this approved ASP and request your review for Teach For America Baltimore. In addition, 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

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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 and grant-funded staff prior to the start of our enrollment in AmeriCorps. The Teach For America Baltimore state grant was specifically 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 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.

May 4, 2010

- a. Teach For America has completed the MSY chart in the Performance Measures section. The MSYs in the Education Priority Area now equals its total MSYs.
- b. Teach For America chose not to opt-in to the National Performance Measures Pilot.

We made the following changes to our performance measures section, following instructions from your letter dated April 26, 2011.

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Performance Measure Clarification Items:

Please make the following changes in the Performance Measures screens in eGrants:

5. Increasing Academic Achievement: Currently this performance measure section is not correctly aligned. The output does not measure the same thing as the outcome. Please work with the commission to develop an aligned measure that relates to the primary service being provided.
6. Strengthening Communities Through Volunteerism and Volunteer Developments: This measure is only an end outcome and will need to be removed or aligned with the output and intermediate outcome. However, when volunteer generation isn't the primary focus of a program, we are directing applicants to remove these performance measures from their application. Volunteer generation outputs are captured in the annual progress report.

### 2. Performance Measures -- TFAB

-Since you opted into the National Measures, the other measures are duplicative and/or irrelevant at this point; delete them.

-The MSYs per focus area are off now; please change that.

-For ED1 & 2, teachers may see that number of students come through their classrooms, but please identify how much time a student needs to spend in that teacher's classroom to show improvement (dosage). The target in ED 2 should reflect that requirement.

-For ED15, does that target only include students who are in a teacher's classroom for a specified amount of time? Please note that if possible in eGrants.

No, it does not. For teachers who only have students for an hour or two per day, that is because they are teaching just one content area to them. We will therefore measure their yearly academic growth in that

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content area alone (i.e. math, reading, or science).

### Continuation Changes

YEAR THREE

#### SUMMARY OF SERVICE ACTIVITIES:

In the United States, and right here in Maryland, where a child is born too often determines his or her educational and life opportunities. In Baltimore City, where nearly three quarters of students are eligible for free or reduced lunch, academic achievement is unacceptably low. Based on the Maryland School Assessment (MSA), only 62% of 8th graders are proficient in reading and just 39% are proficient in math (compared to 91% and 85%, respectively, in Howard County, which has a poverty rate one-sixth the size of Baltimore City's. Teach For America-Baltimore's mission is to close that gap in achievement between children growing up in low-income Baltimore communities and their peers in more affluent neighboring districts. It does this by building a corps of outstanding recent college graduates of all academic majors who commit at least two years to teach in City Schools and become lifelong leaders in ensuring educational equity and excellence for all children.

Within Baltimore City Public Schools, Teach For America-Baltimore has grown its number of partner schools from 80 last year to 97 this year. As it increases its corps size to 320 teachers; it is now able to place teachers in more schools while also providing many schools with a greater concentration of corps members. It expects to see dramatic improvement in academic outcomes as a result of these trends. In the 2010-2011 school year, TFA-Baltimore placed 15 corps members in four Baltimore County Public Schools for the first time in its region's history. Golden Ring, Deer Park, Windsor Mill, and Old Court Middle Schools each have a very high percentage of students receiving free or reduced school lunch (69%, 55%, 59%, and 67%, respectively). These Baltimore County corps members serve low-income communities and demonstrate Teach For America's commitment to addressing the educational achievement beyond the city limits.

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A growing body of evidence has demonstrated the effectiveness of Teach For America corps members in the classroom.

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 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. ("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, especially in math and science, 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))

Louisiana uses student achievement data to rate the teacher preparation programs based on the effectiveness of their teachers. A 2009 report found that TFA corps members were outperforming other new teachers and were as effective as veteran teachers across the state in math, science, reading, and language arts. (Teach For America Teachers' Contribution to Student Achievement in Louisiana in Grades 4-9: 2004-2005 to 2006-2007. George H. Noell and Kristin A. Gansle (2009))

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Finally, a 2009 survey of its partner principals in Baltimore found that:

- 100% rated its corps members' impact on student achievement as better than that of other beginning teachers;
- And 91% reported that TFA-Baltimore corps members had a positive effect on the school environment

### REQUEST FOR EXPANSION:

Over the past two years, TFA-Baltimore has doubled the size of its corps to 320 at the explicit request of City Schools CEO Dr. Andres Alonso. As a result, Teach For America now impacts over 20,000 Baltimore students every day, up from 10,000 in the 2008 school year. In addition to this growth within Baltimore City, Teach For America has begun placing corps members in high-need Baltimore County schools with an eye towards expanding to Anne Arundel, Dorchester, and Wicomico Counties, all of which have significant achievement gaps between low-income and more affluent communities. To accommodate its growth and ensure that all corps members are part of the AmeriCorps network, TFA-Baltimore requests an expansion from 160 to 350 full-time member slots for the 2011-2012 program year at \$1990/MSY.

Due to its expanded corps size, TFA-Baltimore increased the capacity of its Program Team to lead its corps members to greater effectiveness and higher academic results with their students. It has seen that corps member development suffers when Program Directors are charged with supporting more than 35 corps members during the year. Maintaining this ratio of corps members to Program Directors has driven the growth of its Program Team and its professional development expenses. In addition to growing its number of Program Directors from five to nine, Teach For America-Baltimore hired a Director of Teaching and Learning who will drive corps member professional development and ensure that it provides its teachers with the best resources, training, and expertise possible. The costs on its AmeriCorps budget are those associated with its training and support models, which have proven to be

## Narratives

critical to maximizing its impact, and a crucial component of realizing its desired outputs and outcomes.

Full-time education awards are critical to its members' success. This is particularly true as its corps becomes more diverse. Its corps members often use their education awards to counterbalance the cost of attaining the required certification and licensure through their coursework either at Johns Hopkins University or Towson University, and many corps members depend on the loan forbearance and interest accrual payments afforded to AmeriCorps members.

### PROGRAM STRENGTHS:

1. Student Achievement -- In the 2009 school year, TFA-Baltimore corps members achieved the greatest academic gains with their students in its region's history. Sixty percent of corps members achieved gains of more than 1 grade level with their students, and 30% of corps members made gains of more than 1.5 grade levels. Teach For America is excited by the extraordinary number of teachers who achieved enormous demonstrable results with their students and eager to see their impact and leadership roles within their schools expand in the year ahead.

2. Early Childhood Education -- In 2009, Teach For America brought its first group of Early Childhood Education teachers to Baltimore. These fifteen corps members demonstrated the possibility of circumventing the academic achievement gap before it happens. Students of the 15 early childhood corps members achieved 82% mastery of Pre-K and Kindergarten standards, with 13 out of 15 corps members achieving significant gains of at least 1.5 grade levels with their students. These ECE corps members have set high expectations for these young scholars, which is evident in classroom discussions of college and in the immense academic and social growth seen in their classrooms. This year, 27 corps members are teaching Kindergarten and Pre-K in Baltimore, giving Teach For America greater hope for

## Narratives

the progress it will make with the city's youngest students.

3. Alumni Leadership Developments -- In addition to our current corps members, 450 Teach For America alumni live and work in the Baltimore area. This year saw many exciting developments for Teach For America alumni in Baltimore. Over the summer, alumnus Roger Schulman '92 was named CEO of the Fund for Educational Excellence and alumna Tina Hike-Hubbard '94 was appointed by Governor O'Malley and Mayor Rawlings-Blake to the board of Baltimore City Public Schools. Five alumni became new school principals in City Schools, bringing its total number of alumni principals to 16. Mayor Rawlings-Blake recently named Vu Dang '94 the city's first Chief Service Officer, where he will lead the city's efforts to engage with residents and attract volunteers to confront challenges and serve vulnerable populations throughout Baltimore. Perhaps most exciting, Bill Ferguson '05 won the Democratic primary and general election to represent the 46th District in the Maryland State Senate, becoming the first TFA alumnus to serve in the Maryland legislature. The accomplishments of these alumni combined with the high concentration of corps members and alumni in Baltimore demonstrate that it has only begun to realize the potential of its alumni in this city.

### PROGRAM CHALLENGES:

Increasing its fundraising goal from \$3.8 million in fiscal year 2009 to \$5 million in fiscal year 2010 presented an extraordinary challenge to its development team, which was faced with increasing its budget by 32% in a weakened economy in order to support its largest corps ever in Baltimore. While Teach For America-Baltimore fell just short of this \$5 million goal, it is proud of raising \$1 million in new money and is optimistic about the continuing growth potential of the region.

After four years as Executive Director of Teach For America-Baltimore, Omari Todd accepted a promotion to Teach For America's national team, leaving his position as leader of the region vacant.



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Courtney Cass, formerly the Managing Director of Development, replaced him in June, just days before 175 new corps members arrived in Baltimore. After developing hundreds of critical relationships with donors, leaders, and supporters across the region during his tenure, Omari has been in the process of transferring these relationships over to Courtney to ensure a smooth transition and the long-term strength of Teach For America. The seamless transition that ensued is a tribute to their dedicated work and meticulous planning and execution over the past 4 months. Additionally, the Program Team welcomed three new Program Directors on staff to support corps members, and two of the office's five functional teams have new leaders this school year.

### ENROLLMENT:

Of 160 slots awarded on the state grant, 157 are enrolled, for a 98.1% enrollment rate. Due to the timing of AmeriCorps application deadlines as compared to Teach For America's admissions cycle, it is never certain of the final corps size at the time of application. Due to the nature of its professional corps, with centralized admissions and intensive training required prior to service, it is unable to fill additional slots after awards have been announced. Therefore, this request for MSYs is always based on its best estimate of the number of slots it will need.

The high enrollment rate cited above demonstrates TFA's accuracy in projecting its need, indicating tight internal systems and expertise in the midst of many moving parts. Teach For America expects that its current request will have an even higher level of accuracy, leading to a higher rate of enrollment.

### RETENTION:

Of 157 slots on the state grant, only 1 corps member exited with no award, resulting in a 99.4% retention rate. Teach For America-Baltimore is encouraged by the tremendous progress with retention and the implications this has for future retention reports.

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As full time teachers in high-need schools, corps members work long hours in highly stressful situations both in and outside of school. Corps members combat the myriad of problems facing under served schools, operating with a strong sense of possibility and energy to succeed despite many obstacles.

Last year, 97% of Teach For America - Baltimore's first-year corps members completed their first year in the classroom and 100% of our second-year corps members finished the school year as well. Those rates are above the district average. In terms of teaching beyond their commitments, 60% of our second year teachers came back for a third year.

TFA-Baltimore's retention rate is markedly higher than the estimated average retention for first-year teachers in low-income communities in general (82%) and the overall average for all first-year teachers regardless of school setting (86%) ("No Dream Denied: A Pledge to America's Children" (2003) National Commission on Teaching and America's Future. Washington, D.C.). However, Teach For America is constantly working to improve its program and thus its retention rates. It works vigorously to improve its selection process to make sure it is selecting members who will relentlessly pursue its mission in the face of steep odds. Additionally, it regularly surveys its members as to their satisfaction with their initial training as well as the support they receive regionally throughout the year.

### PORTAL AND REPORTING COMPLIANCE:

Of the 157 members enrolled, 100% were enrolled within 30 days of their start date. Additionally, 154 of 157 (98%) have been exited on time. Those three members exited late handed in their closing papers a few days late. Every member who handed in exiting paperwork on time was exited on time. Teach For America has implemented a better tracking system and will engage with corps members more aggressively next period to ensure that all exits are completed within 30 days.

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Teach For America submitted all quarterly progress and financial reports on time. It looks forward to utilizing the new Salesforce system in the year ahead.



**Result: Intermediate Outcome**

Target Value: 75%

Instruments: Bi-annual independent survey of principals in Teach For America partner schools. The first survey will be conducted in spring of 2009 and again in the spring of 2011.

PM Statement: At least, 75% of partner principals will report that members have a positive impact on student achievement.

Prev. Yrs. Data

**Result: End Outcome**

Sixty percent of corps members will demonstrate at least one grade level of advancement in student

academic achievement in elementary grades or at least 70 percent content mastery in secondary

grades therefore significantly accelerating the academic success of students in Baltimore. Most of our

corps members' students come in on average. Students generally progress just .25-.5 years in a single

year, putting them well behind content mastery by the time they enter into secondary education. To

advance students to the level of mastering 70 percent of their grade level content when so many

students enter the classroom years behind mark a significant step toward ensuring that Baltimore City

Public School students are academically on par with peers in more affluent districts.

Indicator: increased academic achievement

Target: 60% of corps members will achieve at least one to two grade levels of students' academic growth therefore significantly accelerating the academic success of students in Baltimore.

Target Value: 60%

Instruments: Student achievement data based on performance on district assessments and research based diagnostic tools.

PM Statement: Each year of the grant, at least 60% of corps members will demonstrate increased student academic achievement in their classrooms.

Prev. Yrs. Data

**Result: Output**

Teach For America-Baltimore will work in partnership with the Baltimore City Public School System

to increase academic achievement of low-income students by placing at least 160 highly qualified

members, teaching in over 80 schools in Baltimore City. These corps members will reach nearly

12,000 students every school day, building meaningful relationships with parents and school

communities, and providing extra instruction and opportunities for students that seek to maximize

their academic achievement.

Indicator: Placement of Highly Qualified Teachers

Target: Teach For America - Baltimore will place 160 first and second year corps members in full-time

**Result: Output**

teaching positions in Baltimore City for the 2009-2010 school year.

Target Value: 160

Instruments: Internal tracking measures and employment placement and confirmation from the Human Resources Department of Baltimore City Public Schools.

PM Statement: Teach for America- Baltimore will place at least 160 highly qualified corps members as full-time teachers in grades ranging from pre-k-12th and special education, reaching nearly 12,000 students from low-income families.

Prev. Yrs. Data

**Strengthening Communities Through Volunteerism and Volunteer Development**

**Service Category:** Other Education

**Measure Category:** Strengthening Communities

**Strategy to Achieve Results**

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

Teach For America - Baltimore recognizes the immeasurable worth of civic engagement and works to instill this value in corps members throughout their training. One of our curriculum strands focuses on the value of investing outside stakeholders in the academic success of students. The Teach For America staff encourages corps members to create formal and ongoing classroom volunteer/involvement opportunities for parents and other community volunteers such as tutoring or mentoring. Similarly, corps members are encouraged to be active and engaged members of their schools and communities, outside of their classrooms.

Our corps members utilize the resources, training and professional development support that we provide to help them achieve not only their academic goals but to ensure our commitment to community service is met. Our corps members engage families of their students and other community members, bringing them into classrooms and schools as volunteers. Members also participate in extracurricular activities in their schools and engage in continually developing their citizenship and leadership skills. Due to their work in the classroom and communities, corps members grow as active, informed citizens who contribute to the development of Baltimore's communities. As part of our program we will work to ensure that a high percentage of corps members will themselves volunteer in their schools and communities beyond their teaching. One way that members serve communities is by starting and leading extracurricular activities for students in areas in which they excel (e.g., coaching

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

for sports, spelling bees, music groups, etc.), increasing the richness of their educational experience and life opportunities.

**Results**

**Result: End Outcome**

50% of Baltimore Corps Members will report on an internal survey that they led an extra curricular activity in their school environment.

Indicator: members leading extra curricular activities

Target: 50% of corps members will lead one or more extra curricular activities at their placement school.

Target Value: 50%

Instruments: Teach For America-Baltimore will administer an end of year survey to capture this information.

PM Statement: Teach For America-Baltimore corps members will lead extra curricular activities at their school.

Prev. Yrs. Data

**Result: Output**

In order to enhance student academic achievement, 160 corps members will recruit 300 volunteers into their classroom.

Indicator: community volunteers recruited

Target: Corps Members will recruit 300 volunteers.

Target Value: 300

Instruments: Teach For America-Baltimore will administer an end of year survey to capture this information.

PM Statement: 300 community members will act as volunteers in the classrooms of our corps members, in turn having a positive impact on student achievement.

Prev. Yrs. Data In 2007, 31 corps members participated in the Sponsor A Teacher campaign, 10 corps members hosted guest in their classrooms for Teach For America week. When surveyed, 50 corps members indicated they were involved in the following extra curricular activities:

- ¿ Mentored students
- ¿ Coached/encouraged sports
- ¿ Created a team sharing group among teachers
- ¿ Took students on weekend trips
- ¿ Designed improvement plans for schools
- ¿ Participated in after school activities
- ¿ Implemented gifted/talented program at school
- ¿ Co-chair on school climate committee
- ¿ Member of parent involvement committee
- ¿ Invited guests to encourage college attendance

**Result: Intermediate Outcome**

Sixty-five percent of corps members will report on year-end survey that they participated in one or more extra curricular activities at their placement school

Indicator: members involved in extra curricular activities

Target: 65% of corps members will participate in one or more extra-curricular activity at their school

Target Value: 65%

**Result: Intermediate Outcome**

Instruments: Teach For America-Baltimore will administer an end of year survey to capture this information.

PM Statement: Teach For America-Baltimore corps members will be involved with one or more extra-curricular activities at their placement school.

Prev. Yrs. Data in 2007, 59% of corps members reported that they were involved in an extra-curricular activity for their school.



## National Performance Measures

**Priority Area:** Education

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

**Service Category:** Other Education

### Strategy to Achieve Results

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

Teach For America-Baltimore places corps members as teachers in low-income schools. Each corps member teaches an average of 62 students, therefore the number of students who begin in the program is 10,000. In the 2011-2012 school year, Teach For America ' Baltimore will place 160 teachers in approximately 45 low-income schools across Baltimore City. These corps members will teach all content areas, including reading, math, science, social studies, and foreign language, from prekindergarten to 12th grade. Among many other neighborhoods, Teach For America has strong corps member presence across Park Heights, East Baltimore, and Sandtown-Winchester.

### Result: Intermediate Outcome

Result.

Teach For America-Baltimore estimates that 5,500 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 : 5,500 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: 5500

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

PM Statement: Teach For America-Baltimore 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 5,500 students.

### Result: Output

Result.

Teach For America-Baltimore estimates that 10,000 students will start the year in our corps members' classrooms.

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

Target : Teach For America-Baltimore estimates that 10,000 students will start the year in our corps members' classrooms.

Target Value: 10000

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

PM Statement: Teach For America-Baltimore will use an internal tracking system to track the number of students being taught by Teach For America-Baltimore corps members, estimating that this will be 10,000 students.

### Result: Output

## National Performance Measures

**Result.**

Teach For America-Baltimore estimates that 9,000 students will complete the year in our corps members' classrooms. Students are in school for 180 days for 7 hours per day, although this varies slightly by school.

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

Target : Teach For America-Baltimore estimates that 9,000 students will complete the year in our corps members' classrooms.

Target Value: 9000

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

PM Statement: Teach For America-Baltimore will use an internal tracking system to track the number of students who complete the year being taught by Teach For America-Baltimore corps members, estimating this to be 9,000 students.

**Priority Area: Education**

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

**Service Category:** Other Education

**Strategy to Achieve Results**

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

Teach For America-Baltimore partners with local school districts and charter networks to place corps members as teachers in low-income schools. It regularly improves its evaluations, allowing it to refine its ability to recruit successful applicants, and improve its ability to train and support corps members. As it makes further enhancements to its program, corps members will be even better trained and supported, which will help Teach For America maintain and even increase member satisfaction and retention. Teach For America-Baltimore 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 enables alumni to remain in teaching or in the education field.

**Result: Output**

**Result.**

Teach For America-Baltimore will place 160 AmeriCorps members as teachers.

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

Target : Teach For America-Baltimore will place 160 AmeriCorps members as teachers.

Target Value: 160

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

PM Statement: Teach For America-Baltimore will use an internal tracking system to track the placement of 160 AmeriCorps members as teachers.

**Result: Output**

## National Performance Measures

### Result.

Teach For America-Baltimore will place 160 AmeriCorps members as teachers in high-need public schools.

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

Target : Teach For America-Baltimore will place 160 AmeriCorps members as teachers in high-need public schools.

Target Value: 160

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

PM Statement: Teach For America-Baltimore will use an internal tracking system to track the placement of 160 AmeriCorps members as teachers in high-need public schools.

### Result: Intermediate Outcome

### Result.

Teach For America-Baltimore estimates that 20 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-Baltimore estimates that 20 former AmeriCorps members will remain teaching in the year after term of service

Target Value: 20

Instruments: Teach For America-Baltimore 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-Baltimore 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 20 members.

### Result: Output

### Result.

Teach For America-Baltimore estimates that 152 AmeriCorps members complete their service as teachers.

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

Target : Teach For America-Baltimore estimates that 152 AmeriCorps members complete their service as teachers.

Target Value: 152

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

PM Statement: Teach For America-Baltimore will use an internal tracking system to track the number of corps members who complete their year of service as teachers, estimating that 152 will do so.

### Result: Intermediate Outcome

### Result.

Teach For America-Baltimore estimates that 20 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.

## National Performance Measures

Result.

Target : Teach For America-Baltimore estimates that 20 former AmeriCorps members will remain in the education field after term of service.

Target Value: 20

Instruments: Teach For America-Baltimore 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-Baltimore 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 20 members.

## Required Documents

Document Name

Status

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable