

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction														
Modified Standard Form 424 (Rev.02/07 to conform to the Corporation's eGrants System)																
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS): 01/21/11	3. DATE RECEIVED BY STATE:	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11ED125268	4. DATE RECEIVED BY FEDERAL AGENCY: 01/21/11	FEDERAL IDENTIFIER: 10EDHNY002														
5. APPLICATION INFORMATION																
LEGAL NAME: Teach For America DUNS NUMBER: 621404383	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Kate Kavouras TELEPHONE NUMBER: (202) 552-2400 248 FAX NUMBER: (202) 371-9272 INTERNET E-MAIL ADDRESS: kate.kavouras@teachforamerica.org															
ADDRESS (give street address, city, state, zip code and county): 315 West 36th Street 7th Floor New York NY 10018 - 6404 County: New York																
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 133541913	7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Local Education Agency National Non-Profit (Multi-State)															
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):	9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps Fixed Amount Grant	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Teach For America															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Charlotte, Chicago, Colorado, Washington DC, Eastern North Carolina, Boston, Houston, Indianapolis, Jacksonville, Kansas City, Las Vegas Valley, Memphis, Mississippi Delta, Nashville, New York, Phoenix, St. Louis, Twin Cities, Selma, Pro	11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 07/01/11 END DATE: 06/30/12	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="NY 008"/> b.Program <input type="text" value="NY 008"/>															
15. ESTIMATED FUNDING: Year #: <input type="text" value="2"/>	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; font-size: small;"> <tr><td style="width: 20%;">a. FEDERAL</td><td style="text-align: right;">\$ 9,648,366.00</td></tr> <tr><td>b. APPLICANT</td><td style="text-align: right;">\$ 0.00</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;">\$ 9,648,366.00</td></tr> </table>	a. FEDERAL	\$ 9,648,366.00	b. APPLICANT	\$ 0.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 9,648,366.00	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	\$ 9,648,366.00															
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: Kate Kavouras	b. TITLE:	c. TELEPHONE NUMBER: (202) 552-2400 248														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 01/21/11														

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Executive Summary

Teach For America is the national corps of top college graduates and professionals who commit to teach for two years in urban and rural public schools and become lifelong leaders in the effort to expand educational opportunity.

Rationale and Approach

Compelling Community Need:

There are two ways that Teach For America (TFA) addresses key needs within American public education: our members address the need for highly effective teachers in low-income communities; our organization has been instrumental in building capacity in schools, districts and the nonprofit sector to eliminate educational inequity through the work of our alumni and through our knowledge-sharing activities.

TFA corps members are a critical source of public school teachers across all grade levels and subject areas, working relentlessly to ensure students have the educational opportunities they deserve despite the challenges of poverty and the insufficient capacity of schools. TFA corps members ensure that their students make academic gains, they develop extracurricular opportunities, and leverage volunteers. Informed and influenced by their corps experience, alumni work for educational equity from all sectors - providing critical staffing and leadership for schools, districts, and the nonprofit and policy communities.

By 4th grade, children growing up in low-income communities are on average 2 to 3 grade levels behind in math and reading than children in higher income neighborhoods (National Center of Education Statistics, NAEP, 2003). The 50% that graduate by the time they turn 18, perform, on average, at the academic level of 8th graders in higher income communities. A child growing up in a low-income community is seven times less likely to graduate from college than a child from a wealthier area

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(Education Trust 2002). These disparities severely limit the life prospects of the 14 million children growing up in poverty today. Because African-American and Latino children are three times as likely to grow up in a low-income area, these disparities prevent many children of color from having equal opportunities in life.

Underutilizing the human potential of a large portion of our country hurts the nation's ability to compete in a global economy. The achievement gap between students in low-income communities and those in wealthier communities ultimately causes a \$400 billion to \$670 billion loss to the national GDP each year, the equivalent of "a permanent recession" ("The Economic Impact of the Achievement Gap in America's Schools," McKinsey & Company, Social Sector Office, 2009).

Research consistently demonstrates that high-quality teaching is the single most important factor in student learning and that effective teachers have a significant impact on children's life prospects ("The Real Value of Value Added" Education Trust, 2004, citing multiple studies).

Despite this evidence, low-income students are less likely to get effective teachers in their classrooms than wealthier students ("The Real Value of Value Added," Education Trust, 2004). Low-income children are also far more likely to have teachers who scored poorly on college and licensure exams ("All Talk, No Action: Putting an End to Out-of-Field Teaching," Education Trust, 2002).

We believe this issue -- the achievement gap, and the corresponding need for highly effective teachers to help address it -- is among the most pressing domestic national needs. TFA meets this need for highly effective teachers by recruiting our nation's most talented future leaders to commit two years to teaching in underserved communities. We work with school district officials to identify the highest need schools and teaching positions. Currently our 7300 corps members are serving more than 450,000 students in

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more than 2500 schools. This year, we were 10-30% of the new teachers hired in the highest need schools in 35 of the most impoverished regions of the country.

The following snapshots describe the need in some of the 35 communities we currently serve (due to space constraints, it would be impossible to list the need in all sites).

Mississippi Delta: 4th graders in the Delta schools began the school year, on average, 2 years behind the national averages in reading and math. 8th graders were, on average, 3 to 4 grade levels behind. Only 10% of low-income 8th graders in the Delta score proficient in math, and only 12.5% score proficient in reading.

Dallas: In Dallas public schools, 68% of students graduate from high school, and just 5% go on to attend a college or university. Only 14% leave the system prepared for success in college as measured by state standards.

Indianapolis: The educational disparity between students in Indianapolis Public Schools (IPS) and their wealthier peers in neighboring Zionsville is staggering. Only 40% of students in IPS passed both the Math and Language Arts sections of the 2007-08 Indiana Statewide Testing for Educational Progress, compared with nearly 89% in Zionsville Community Schools. A 2009 study by the Education Research Center ranked Indianapolis 50th out of our nation's 50 largest cities in terms of graduation rates while more than 96% graduated high school in Zionsville in 2008.

These examples of low student achievement and a high need for effective teachers are consistent with all TFA placement sites. A 2004 study by Mathematica, across multiple sites, found that students served by TFA teachers enter the school year scoring, on average, at the 14th percentile on national tests.

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As an organization with almost 20 years of experience in education and service, TFA also helps build key capacity for longer-term change. We do this by fostering and accelerating the leadership of our alumni and sharing our knowledge of recruiting, training and supporting teachers.

Schools serving high-poverty communities have an ongoing need for mentor teachers and school leaders; and 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."

Finally, school districts and the federal Department of Education have consistently reached out to TFA for technical assistance with the recruitment, training, and support of teachers. We share our learnings with school districts through our local program staff and, nationally, through our Chief Knowledge Officer and the publication of a new book and website designed to help non-TFA teachers.

Member Activities and Member Roles:

TFA is requesting 7251 fulltime education award slots. Fulltime enrollment in AmeriCorps accurately reflects our members' service as fulltime teachers.

TFA addresses the causes and consequences of the achievement gap by recruiting, training, and placing outstanding recent college graduates and professionals as teachers in low-income schools throughout the country. We work closely with our community partners to identify the highest -need schools and

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teaching positions. Long-term, this experience is transformative for members who become lifelong advocates for children in low-income communities. During their two-year commitments, corps members see first hand that educational inequity is solvable and gain a grounded understanding of how to solve it. Our nearly 20,000 alumni work directly for change at every level of our education system; take the pressure off schools through endeavors in public health and law; pioneer innovations as social entrepreneurs; and influence priorities and policies as advisers and elected officials.

A member's "typical day" includes teaching a full class schedule, lesson planning, developing and grading assignments, and participating in professional development sessions. Members are full-time teachers, paid by their school districts, and work challenging hours in a demanding setting.

TFA pursues the following program activities:

- Recruitment of applicants with strong leadership backgrounds
- Selection of top candidates
- Teacher preparation through intensive training institute
- AmeriCorps pre-service orientation and placement of new teachers in high-need public schools
- Ongoing professional support conducted in partnership with universities and community programs
- Connection to robust alumni network

Through our pre-service training and ongoing development, our members gain the knowledge, skills, and techniques to lead their students to academic success.

Currently we partner with 2500 schools in 140 school districts in 28 states and Washington, DC.

Members serve in schools under the direct supervision of school administration. Each corps member is also matched with a TFA Program Director (PD) who supports him/her throughout the year and

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specializes in the content area/grade level the member teaches. PDs observe members in the classroom, assist in examining student data, and plot continuous improvement plans. This process helps our members achieve higher outcomes with their students and engage outside stakeholders in their students' success.

Our AmeriCorps grant strengthens our program by providing: the education award, which allows members to become certified teachers through alternative route programs -- a critical element of our program under state and federal law, and a central element of our national recruitment campaign. It provides opportunities for collaboration with existing AmeriCorps programs, enables members to become part of a larger movement to effect societal change, and provides access to additional training and support to maximize effectiveness.

TFA ensures compliance with rules concerning prohibited activities for AmeriCorps members. Members sign a contract that includes information on prohibited service activities. During the AmeriCorps Pre-Service Orientation session members gain an understanding of responsibilities and prohibited activities. We reinforce these requirements in email blasts, member meetings, and through ongoing discussions with program staff to help corps members develop a deeper understanding of their role as AmeriCorps members.

Regarding AmeriCorps' non-duplication, non-displacement, and non-supplementation requirements, TFA is a professional corps. Our corps members are full-time teachers salaried by their districts and thus become part of the regular teaching force rather than displacing teachers. Districts hire and engage TFA members under the umbrella of local work rules.

Measurable Outputs and Outcomes:

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Our program addresses the Education priority area and we will use the standard performance measures.

We will use internal systems to track:

1. The number of AmeriCorps members who begin serving as teachers, complete their service, and teach in high need public schools.
2. The number of students in AmeriCorps teacher classrooms with improved academic performance.
3. The number of individuals teaching in public schools in the year after their term of service, and remaining in the education field.

Additionally, we will measure the number of volunteers our corps members bring into classrooms. We anticipate that members will recruit and engage at least 35,000 volunteers during year one of the grant period. We will track this information using member surveys.

Plan for (Programmatic) Self-Assessment and Improvement & Community Involvement:

SELF-ASSESSMENT AND IMPROVEMENT:

TFA values continuous improvement to ensure that our resources -- financial, human and knowledge -- are being marshaled in the most effective way to achieve our mission. We collect empirical evidence from a variety of sources to inform and improve our program design and service delivery. We use internal assessment of teachers, external studies of effectiveness, and survey corps members, alumni and principals to drive our work.

The heart of our continuous improvement effort is a comprehensive framework for evaluating members called Teaching As Leadership (TAL), which details strategies that drive effective teaching. Each of these strategies corresponds to a series of teacher actions (28 in total), which are organized into a rubric

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and differentiated across five levels of proficiency. PDs use this rubric to evaluate corps member performance.

Corps members set ambitious academic goals for students. They assess their students and analyze student data regularly with their PD. At the end of the year PDs and corps members evaluate final assessments to determine student academic gains. As a program, we roll up that data and bucket corps members by the evidence of their students' gains into three categories (significant, solid and limited gains). By doing this, we not only are able to track performance over time, we are able to regress the data against our admissions criteria and against the proficiency levels on the TAL rubric. Essentially, we are able to see which factors are most predictive of success with students, and then to re-engineer our admissions, training and professional development functions in an effort to increase our impact.

TFA regularly solicits feedback from corps members, service sites and community partners to identify strengths and weaknesses in our program model. We formally survey corps members four times a year to identify ways to strengthen the organization and better meet the needs of corps members, students and school districts.

Our program staff meets with principals and district leaders throughout the year to gather feedback on member performance. For the past 14 years, TFA has commissioned external surveys of partner principals to evaluate TFA teachers' performance. Principals express a high level of satisfaction and report that TFA teachers are well-prepared and have a significant and positive impact on their schools and on student achievement. The surveys demonstrate which sites are stronger in meeting different community needs and we can work with sites that need improvement.

In addition to informing current service delivery, TFA uses the processes described above to refine and

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improve the development of our program model. In 2010, we will enhance corps member effectiveness by laying the foundations for a new student achievement measurement system that will ultimately result in improvements to the assessments our corps members use to measure student achievement, and our ability to accurately measure student achievement.

COMMUNITY INVOLVEMENT:

In order to achieve our mission, TFA engages a broad cross-section of the communities with whom we partner in our work as advisors, service partners and volunteers. For example, we maintain national and regional advisory boards made up of prominent community leaders.

In order to effectively place and support members, we work closely with our local school district partners and regional colleges and universities. Our partner districts identify staffing needs and request our assistance in meeting them. We work closely with the districts to identify schools for members to serve in, align pre-service training with district needs, align our ongoing support of members with pre-existing supports provided by the district, and engage in an ongoing dialogue with the leadership of each district to ensure that they are satisfied with our teachers' performance. We also build partnerships with local universities to provide certification and Master's coursework and professional development support for our members.

Finally, we know that a key component of increasing student achievement is the investment of students and those who influence them. To this end, corps members create formal and informal volunteer opportunities for family and community members to work directly in members' classrooms or schools. During our annual "Teach For America Week," community leaders volunteer to teach in corps members' classrooms. Throughout the three year grant cycle we will work with local community organizations to expand the pool of volunteers that our corps members recruit.

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Relationship to other CNCS Programs & Potential for Replication:

COLLABORATIONS WITH OTHER PROGRAMS:

Given the high level of need in the communities we serve, our program often intersects with other programs serving the same community. In these instances, we often find our members collaborating with members of other programs. For example, in California we share our program tools and resources with City Year Los Angeles, and we work together to place their members as volunteers in our members' classrooms.

As CNCS continues develop a broader Education Corps, we are excited about sharing our knowledge on preparing and supporting corps members, and measuring their impact.

We utilized the state commission consultation process proposed by the Combined Competition Working Group convened by the Corporation, and have had calls/meetings with several commissions to introduce our program, and its local impact.

REPLICATION:

TFA operates in 35 regions; each developed around one national program model and adapted to fit a particular regional context. By 2015 we plan to have more than 13,000 corps members reaching 800,000 students across about 50 regions.

In 1997, TFA launched The New Teacher Project, which spun off into a separate nonprofit designed to consult with districts on their teacher hiring needs. TNTP works with districts to bring in more than 2,000 locally recruited teachers each year in high-need areas.

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We are also consulting with the U.S. Department of Education on their national teacher recruitment plan, sharing our learnings to help inform their national strategy.

Organizational Capability

Providing Sound Programmatic and Fiscal Oversight:

TFA was founded in 1990 by Wendy Kopp. After creating TFA in her college thesis, Kopp raised \$2.5 million and launched a charter corps, placing 500 corps members in six sites across the country. Kopp has overseen the organization for 19 years, bringing in more than 25,000 corps members who have taught approximately 3 million students.

TFA has effectively managed large-scale federal grants through both AmeriCorps (since 1994) 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.

As a non-profit organization, TFA is governed by a national board of directors who ensure that we meet our ambitious programmatic and financial goals. TFA is a single 501(c)(3) entity, and all fiduciary responsibility and fiscal and programmatic oversight is centralized; ensuring that our program is executed consistently across all sites. By centralizing our program elements, cost effectiveness, quality and consistency we foster a national esprit de corps.

TFA currently operates 35 regional sites. We use central controls -- through regular site visits and data collection -- to monitor the programmatic progress and to ensure that the key elements of our professional corps model are executed effectively. The New York City headquarters houses central administrative and management functions such as: finance, accounting, marketing, and technology which allows us to significantly reduce the costs to individual regions by consolidating and streamlining

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these services. Additionally, we fundraise in each regional site, building local bases of support and engaging private philanthropic investments. We use Raisers Edge and Financial Edge technology systems to track costs and revenues across all sites and we have multiple checks to ensure that our financial systems are managed effectively.

Board of Directors, Administrators and Staff:

TFA is a national non-profit organization comprised of a central headquarters in New York City, and regional offices in each of our 35 placement sites. The organization is led by our founder and CEO, Wendy Kopp, who works directly with the national Board of Directors to set our overall strategy and direction. As a non-profit, our national Board, which meets four times annually, is charged with exercising its fiduciary duties to ensure that our organization is run effectively and within all relevant laws and regulations.

Because more than 70 percent of our annual fundraising derives from the regions in which we place corps members, TFA has Executive Directors who manage the operations of each site and ensure that we are meeting the unique programming and leadership needs of specific communities. In most of our sites, Executive Directors establish regional advisory boards that provide advice and assist in fundraising, and building relationships with other community leaders; provide ongoing counsel to the Executive Director; participate in the selection, development, and evaluation of Executive Directors; and help to cultivate, select, and evaluate fellow Board members and prospects.

Fiscal management and oversight of all TFA operations are coordinated by our finance team, which includes our Chief Financial Officer, Vice President of Finance and Administration, Finance Directors, Controller and Accountants. This structure allows for the appropriate breakdown of responsibilities and a system of checks and balances needed to ensure accurate financial accounting, coordination of

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regional fundraising and spending, and the complete and accurate tracking of all finances across the country.

TFA will monitor site compliance with AmeriCorps' programmatic requirements through our central grants team, led by our General Counsel and Director of AmeriCorps Partnerships. We have developed systems for internal audits of program files through site visits, randomized file sampling, and central tracking systems to ensure that all regions meet programmatic requirements. Because our overall program delivery is centralized, we are able to ensure that all regions operate in accordance with the AmeriCorps requirements.

The background and experience of the key staff members managing this grant speaks to their ability to successfully meet grant objectives. Our CEO and founder has run TFA for 20 years. Our president has led our programming for five years, after serving as a partner at McKinsey & Co. Our CFO is in his 5th year and was previously CFO of Chili's Restaurants. Our General Counsel came from the law firm of Hogan & Hartson after graduating magna cum laude from Harvard Law School.

Plan for (Organizational) Self-Assessment or Improvement:

TFA focuses on attracting and developing extremely diverse and talented staff. To measure our progress, we partner with Gallup to conduct a bi-annual survey tied to their organizational strength measure (OSM). Gallup developed this measure based on the ways organizations engage with staff members that drive productivity customer satisfaction, and staff retention. We set goals around improving our OSM, retaining high performers, and ensuring that there are no gaps in satisfaction or sense of inclusion by race or ethnicity.

We have also built a comprehensive Leadership Development System to provide all staff members with

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ongoing, robust career development opportunities and to ensure TFA can develop talent, skills, and leadership at every level of the organization. This system enables us to match qualified individuals with appropriate roles during the selection process; provide ongoing training and professional development opportunities; and retain high-performing staff by offering diverse career paths and developing leadership potential.

Finally, our national board holds TFA responsible for our organizational strength and staff retention (measured by OSM); corps member performance as measured by internal and external studies; alumni impact and engagement; and fundraising performance and efficiency.

Plan for Effective Technical Assistance:

TFA will provide technical support for our AmeriCorps grant through our national grants team, particularly the Director of AmeriCorps Partnerships. In the past year the Director of AmeriCorps Partnerships visited 12 sites, conducted random file samplings of 100% of sites, provided on-site training, and centralized the process of AmeriCorps monitoring and reporting by creating a website with on-line tracking tools. Centralizing processes ensures full integration of training and support materials for staff. As we grow we will continue to proactively identify potential needs for assistance both through audits of regional program files and through check-ins against grant goals.

As part of standard new staff training, TFA personnel are trained on all software and programs that enable and improve work function. Additionally, TFA's technology department is available to assist with any technical problems that should arise at the regional level.

Volunteer Generation and Support:

TFA believes that we must leverage volunteers to ensure long-term sustainability. In particular, we have

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built significant capacity to engage our nearly 20,000 alumni in taking greater responsibility for the organization's well-being. This year, about 45 percent of our total alumni base contributed time or money to the organization.

We recruit community leaders to assist the organizations in three primary functions: ensuring the organization's operational strength; serving as an advocate for TFA and increase our access to the external resources and supporters; and providing advice, counsel, and perspective on TFA's strategy. Community leaders serve on regional boards and maximize our local impact by serving as both ambassadors for our cause and as advisors to the regional Executive Directors.

Finally, we recruit volunteers to support our core program. Corps members engage family and community members to provide added support -- tutoring, mentoring, extracurricular activities -- to the 500,000 students we serve. Last year members engaged more than 25,000 volunteers in local communities.

Organizational and Community Leadership:

Over the past 19 years, TFA has become a major force for change in the education sector, creating a pipeline that provides the largest number of new teachers for low-income communities across the country. As an organization, we aim to provide leadership in two key ways: building a pipeline of future leaders through our alumni, and engaging our staff actively in working with other nonprofits.

Our alumni initiatives are helping to build a pipeline of future leaders within and outside the field of education. Currently, more than 440 alumni are serving as school leaders, 29 are holding elected office, and more than 500 are working in politics and/or policy. Dozens of alumni have founded and lead some of the country's most innovative social ventures, and hundreds have been honored as teachers of the

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year.

As one of the few nonprofits that has grown from a \$10 million organization into a nearly \$200 million organization, we feel a sense of responsibility to share lessons learned -- good and bad -- with other nonprofits. For example, our staff members serve on boards for other organizations, including College Summit and KIPP. Additionally, we are working to share knowledge through New Schools Venture Fund, New Profit Inc, and Aspen Institute formal networks.

Finally, TFA's leadership has been recognized by various external entities. For three years in a row, TFA has received the Fast Company/Monitor Group Social Entrepreneur Award -- which recognizes the top 45 non-profits that are using innovative corporate models to tackle social problems. In recognition of TFA's impact on public education, TIME magazine named Wendy Kopp one of the world's 100 most influential people in 2008. In 2009, Business Weekly ranked TFA #7 out of the top 100 employers of undergraduate students. In the past two years, TFA has been featured in some 100 articles in national publications, while our 35 regions have been featured in over 200 articles in local publications.

SECURING MATCH RESOURCES:

While the financial climate of the past three years has been enormously challenging, it has forced us to be more disciplined about ensuring that we build sustainable diversified support in our local communities. By explicitly tying our growth to our ability to raise sustainable resources, since 2006 our annual operating budget grew from \$56.5M to \$153M, while growing the number of donors from 4000 to 11,500. Since 2006 we have opened 12 new sites, opening them only after securing financial support from the local community to sustain the sites. Additionally, TFA receives funding from the school districts and charter networks in which we place corps members.

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As a result of our success building diversified support locally, we have turned to national funders to match our national AmeriCorps grant and have met our match annually without any challenges through the support of The Doris and Don Fisher Foundation, The Broad Foundation, The Michael and Susan Dell Foundation, The Rainwater Charitable Trust, the Amgen Foundation and the Robertson Foundation.

Collaborating with the Community:

We continue to build community partnerships to expand our impact within our existing regions and in new sites. This year, communities across the country rallied to produce the teaching placements and funding necessary enabling us to exceed our annual fundraising goals and expand despite significant district budget cuts, opening a record six new sites and growing by 225% in the Mississippi Delta, over 150% in South Louisiana, and 50 to 70% in six other regions.

We have proactively built recruitment partnerships to increase awareness about TFA more broadly and specifically among communities of color. We seek to increase our corps diversity, providing more students with teachers from similar backgrounds and who have the potential for additional impact in the classroom. Key national partners include the Hispanic Heritage Foundation, Hispanic Scholarship Fund, the National Urban League, and the United Negro College Fund.

TFA has formed a Faith Community Relations Initiative to more directly engage persons of faith. We are piloting a series of ecumenical breakfast with faith leaders to discuss how education inequity impacts their communities and promote a deeper understanding of the issues contributing to educational inequity, and the need for a multi-pronged solution.

Local Financial and In-Kind Contributions:

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In the past three years we have increased our annual operating revenue from \$56.5 million in FY06 to \$153 million in FY09. We secure revenue from seven primary sources: federal funding; state, local, and district contracts; regional philanthropy; national foundations; national corporate sponsors; individuals; and miscellaneous earned revenues. More than 70% of our organizational funding comes from local communities, which we believe is critical for the diversification of support and for the investment of local stakeholders in our work.

Wide Range of Community Stakeholders:

TFA's key stakeholders include: prospective applicants, alumni, parents, principals, donors, and university partners. Our base of individual donors includes more than 1,000 individuals giving at the \$5,000+ level, in addition to thousands of other small donors, including corps members, alumni, staff, and family members.

We continue to expand our community stakeholders; specifically we have launched new sites in high-need communities across the country. To establish a TFA presence in a new community, we work with local leaders to assess the potential for placing corps members in the region and to create and execute a plan for launching a site. We also partner with district and charter schools to ensure that we can place a critical mass of corps members across the full range of subject areas and grade levels. In addition, we collaborate with community partners to ensure the existence of a state-approved alternate route to certification that enables our corps members to teach and meet on-going certification requirements with a university partner or other certification provider.

Budget/Cost Effectiveness

Corporation Cost Effectiveness Per MSY:

TFA is requesting 7251 full time education award slots at \$1722/MSY -- significantly less than the maximum award for professional corps.

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Please note that seven TFA regions have submitted new or recompeting grant applications through the 2010-2011 AmeriCorps*State Competitive process in: Louisiana, Texas, California, New Jersey, Wisconsin, Pennsylvania, and South Dakota (in the states without commission pool). Should we be awarded grants through these processes, the MSYs awarded can be subtracted from MSY amount requested in this application.

Diversity of Non-Federal Funding:

TFA raises the majority of funding at the local level. These efforts are led by regional Executive Directors, Directors of Development, and local advisory boards. The growth of local sites is driven in large measure by our ability to raise funds to sustain growth. Our national development team supports regional efforts by sharing best practices, conducting site visits and conferences to train regional staff. This has resulted in a substantial increase in our operating budget.

We have grown our annual operating funding from \$56.5 million in FY06 to \$153 million in FY09, enabling us to increase the scale and impact of our work. We have invested heavily in our teacher preparation, support, and development work. At the same time, we have significantly improved our finance and accounting systems; upgraded our technological infrastructure; built a human assets team that enables us to attract and develop a talented staff to fuel our growth and continuous improvement; and enhanced our marketing, public affairs, and office administration capacity.

Historically, about 27% of our annual operating campaign has come from foundations; 15% from corporations; 20% from individual donors; 6% from specific events; and the remainder from public sources including states and school districts. We will actively seek to grow funding across all sources going forward, opening new sites and allocating members to regions where both funding and placement

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opportunities exist. Overall we have over 11,000 funders. Approximately 75% of our annual operating contributions come from regional sources and 25% from national sources -- a ratio that allows us to tie support directly to local program scale and delivery.

Investments in our members' impact, the linchpin of our theory of change, will continue to be the greatest driver of our growing cost/MSY. Additional factors include: increased investments in impact and sustainability, and improvements in our organizational infrastructure. Investments in supporting functions were driven by the need to transition from a start-up to a sustainable institution and maintain quality at scale. Going forward, we expect those costs to increase at a slower rate as a result of additional efforts to realize cost efficiencies such as reviewing real estate investments, significantly reducing the use of independent contractors in our IT staffing approach, and tightening policies around overnight shipping, travel, and lodging.

Budget Adequacy:

TFA is an efficient and cost-effective program. We are confident that we have budgeted sufficient resources for our program needs, while also being cognizant of the need to be cautious and efficient in our spending to justify the significant investment that the public and private sector makes in our program. TFA is recognized by outside groups for its efficiency. For the fifth consecutive year, TFA has received a four-star rating for sound fiscal management from Charity Navigator, a nonprofit watchdog group; TFA outperforms most U.S. charities in carrying out its mission in a fiscally responsible manner. This year, Worth magazine named TFA one of the 10 most cost effective charities in the country.

Budget management is implemented and overseen at the national level and is subject to an annual independent audit as well as review by the national Board of Directors and additional TFA financial supporters.

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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. Currently, we spend approximately \$22,000 per corps member. With \$1722/MSY we depend on other funding sources to raise the additional \$20,000 to support our corps members.

As a fixed amount grant program, many of our costs will not be covered by CNCS funding; these include staff salaries and benefits, conferences and the evaluation. We will raise the resources necessary to operate a successful program from a variety of sources: foundations, corporations, individual donors, events, and public sources including states and school districts. We will actively seek to grow funding across all sources going forward, opening new sites and allocating members to regions where funding opportunities exist.

By 2015, we aspire to build an organization that serves as a powerful symbol of our nation's aspiration to be a land of equal opportunity and has a significant impact in almost 50 regions across the country. At that point, our corps members will be reaching more than 900,000 of our nation's most disadvantaged students and consistently advancing their students' achievement. 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 42,500 Teach For America alumni will provide new leadership in our nation. Funding is the only barrier to achieving this goal. The financial support and education awards provided by AmeriCorps and our match partners will enable us to collectively move the needle in closing the achievement gap, changing the conversation about what is possible and how to achieve it, and

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rapidly move our nation toward the tipping point at which the movement to end educational inequity becomes unstoppable.

Evaluation Summary or Plan

In order to ensure that TFA is meeting our communities' needs, we will evaluate our program through an external, independent survey of principals at the schools in which we place our members. For our previous grant cycle, TFA employed Policy Studies Associates to conduct this survey.

The most recent survey was completed in July 2009. Principals express a very high level of satisfaction with TFA corps members. 97% are satisfied with the TFA teacher(s) working in their schools. 94% report that TFA teachers have made a positive impact in their schools; 87% of principals say they would hire a TFA corps member again, 83% report that the impact of corps members on student achievement in their school is excellent or good.

Amendment Justification

N/A

Clarification Summary

FY11 Clarification Items:

1. Criminal History Checks

-- Teach For America submitted an Alternative Search Protocol (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 and grant-funded staff prior to the start of our enrollment in AmeriCorps. We are awaiting a response from CNCS on our ASP for 2011.

Given our admissions cycle and program continuum we have already begun conducting Criminal

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History Checks on our incoming 2011 corps members in preparation for their service beginning in early summer. 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.

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).

2. Labor Union concurrence

Labor union concurrence forms are required for program applicants who:

- (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 because we do not serve as the placement site for AmeriCorps members.

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3. Displacement assurances.

-- 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.

4. Please provide detail regarding the state commissions contacted and the consultation process at the sites where TFA AmeriCorps programming will take place.

-- We utilized the state commission consultation process proposed by the Combined Competition Working Group convened by the Corporation, and have had calls/meetings with several commissions to introduce our program, and its local impact. We submitted consultation forms to commissions in the following states: Alabama, Arizona, Arkansas, California, Colorado, Connecticut, District of Columbia, Delaware, Florida, Georgia, Illinois, Indiana, Kentucky, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nevada, New York, North Carolina, Oklahoma, Rhode Island, South Carolina, Tennessee, Texas, and Washington. We did not include Hawaii, Louisiana, Maryland, New Jersey, New Mexico, and Pennsylvania because we had state AmeriCorps grants in those regions for the 2010-11 school year, and submitted continuation applications to cover the 2011-12 school year.

5. Provide an explanation as to why TFA has not enrolled 100% of the slots awarded.

-- Currently, we have enrolled 91% of the slots awarded. However, we will be enrolling additional corps members in May and June, which will result in 100% of slots being filled.

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The education award is crucial to our members' success. It helps corps members pay required alternative route certification costs. Perhaps more importantly, as we strive to increase the diversity of our corps to greater than the 30%, the education award makes joining Teach For America financially viable for people from low income backgrounds. To ensure that we secure enough AmeriCorps member positions in the short- and long-term, Teach For America applies for full-time member slots through national and state AmeriCorps grants. We pursue multiple AmeriCorps streams because we want to ensure that all eligible Teach For America corps members can also be AmeriCorps members. Doing so is complicated by two factors: Teach For America's yearly growth and our application process.

Application Process:

Teach For America's application, selection and placement timeline mirrors the AmeriCorps application timeline. For example, as our FY11 continuation application is being crafted, submitted and reviewed, we are recruiting, selecting and placing corps members for the 2011-2012 school year. By the time we are notified the status of our FY11 grants (May/June 2011), we have already accepted all of our corps members.

Moreover, we are unable to accept additional corps members once we are notified of our grant awards. Due to the logistical constraints of managing our summer training institutes (which, in turn, are dependent upon the summer school programs of school districts across the nation to provide valuable field experience for corps members), all corps members must be accepted prior to the start of summer training, which can begin as early as May 2011.

Given the timing and rigor of our selection, placement and training processes, Teach For America is not able to gauge with complete accuracy the number of corps members enrolled every year. To ensure that we have enough member slots to cover all corps members, we apply for slots through state and national

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AmeriCorps grants. As a result, we don't know how many slots we've received through state and national grant until all the grants have been awarded.

Yearly Growth:

Educational inequity is an enormous problem with dire consequences for our country's future. By 4th grade, children in low-income communities are on average 3 grade levels behind children in higher income neighborhoods. (U.S. Department of Education National Assessment of Educational Progress 1998-2009 Reading Assessments) Approximately 50% of students in low-income communities will not graduate from high school by the time they are 18 years old; those that do perform, on average, at the academic level of 8th graders in higher income communities. (Diploma Counts," Editorial Projects in Education, Education Week, 2007 & 2009) 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." (McKinsey & Co "The Economic Impact of the Achievement Gap in America's Schools," 2009)

A growing body of research shows that Teach For America corps members are more effective than other teachers, including certified and veteran teachers. 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. The study also found that corps members were working in the highest-need classrooms in the country, where students begin the year on average at the 14th percentile against the national norm. ("The Effects of Teach For America on Students: Findings from a National Evaluation," Mathematica Policy Research, June 2004) A 2008-2009 Urban Institute study found that TFA corps members were, on average, more effective than non-TFA teachers in all subject areas even when compared with experienced and traditionally certified teachers. Additionally, the study found the

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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)

Given the damaging consequences of the achievement gap and Teach For America's demonstrated impact, we have endeavored to grow our corps yearly. Therefore, our selection process is selective rather than competitive meaning we do not set a cap on the number of corps members that we accept, rather we accept all applicants that meet our standards; our acceptance rate for the 2010 corps was 12%.

Growing our corps yearly has required us to increase the number of member slots we receive from AmeriCorps annually. An unintended consequence is that we end up with more MSYs than necessary. However, we are rectifying that problem this year, because we are using the remaining slots to enroll incoming corps members in May and June. This will increase our enrollment to 100%.

6. Our performance measures were adjusted to reflect a smaller number of MSYs.

7. GRANTS MANAGEMENT CONCERNS:

-- As is mentioned above, Teach For America applies for both national and state grants in an effort to meet the needs of our growing corps. We have spent the last week reviewing clarification letters regarding both our national and state applications, and have uncovered three issues that we are very concerned about -- proposed allocation of state AmeriCorps grants (and implications for grants management), proposed allocations for Teach For America-Louisiana specifically, and our total number of education awards.

We are explaining these issues in the hopes that Teach For America can receive additional education awards through no-cost MSYs and reduce grants management issues, while ensure that we are not

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receiving additional funding and still falling within the confines of the Corporation's guideline for absorbing funding cuts.

Ultimately, we want to receive enough education awards to cover our entire corps, and we believe that this can happen without receiving special treatment, but may require a creative solution and an eye towards grants management difficulties. We would really love to talk through the comments and suggestions below, and are available at any time. Thank you so much for your consideration of our proposals.

PROPOSED STATE AMERICORPS ALLOCATIONS:

In FY11, we applied for seven new state AmeriCorps grants and received clarification letters for five of these grants. In the past, new state AmeriCorps grants were either awarded in their entirety or not awarded; leaving state commissions with the opportunity to fully support these regions through formula. However in FY11, because of the Corporation's policy to not grant any "expansion" requests, our new state AmeriCorps were awarded at the level of slots they filled on the national grant in FY10. Although, since these are new state AmeriCorps grants, we had not considered them expansion requests in the past. The result is that our state AmeriCorps grants don't include enough education awards to support all corps members in that region. We have received word from at least one state commissions that they are recommending covering the difference with formula dollars, which will result in some regions being supported partially with state competitive dollar/ed awards and partially with state formula dollars/ed awards. We are concerned that, if more state commissions choose to pursue this route, then it will greatly increase the difficulty of grants management. A few potential problems include: separate grant start dates, which will lead to separate reporting deadlines and funding drawdown schedules; balancing reporting requirements and management of fixed amount state competitive grants and reimbursable state formula grants; possibly hiring additional staff to manage

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separate grants; and additional programmatic and financial requirements that come from managing two grants split across one region.

To give a concrete example, Teach For America-Metro Atlanta applied for a state competitive grant through the Georgia commission. We applied for 400 MSYs; unfortunately, our clarification letter stated that the Corporation was considering our award at 184 MSYs. In FY10, we had 184 corps members serving in Metro Atlanta, but in FY11, because we have seen rapidly growing interest in our corps members from school districts throughout Metro Atlanta, we are placing 400 corps members in the region. As it stands now, we could be in a situation where 184 MSYs are provided through state competitive and 216 MSYs are provided through state formula. In this case, we would be required to develop and manage two different programs in the same geographic location to ensure that we are not violating the prohibition on national and state grant funds supporting the same program.

As mentioned above, we are concerned about what this means for reporting requirements, tracking funding from the different grants, placing corps members, and the like. This same situation could be happening in our Alabama, Oklahoma, Milwaukee, and Louisiana regions. We value our relationships with the state commissions, and are reliant on the education awards and funding provided. Therefore, if the current situation is not addressed at the national level, we will reach out to the commissions to work out a solution similar to the one proposed in the Georgia example described above.

TFA-LOUISIANA:

TFA-Louisiana has been a state AmeriCorps program for the past decade. Commission support has been crucial to expanding our impact throughout the state; currently, more than 600 corps members are impacting the lives of almost 40,000 students throughout the state. However, due to tremendous corps growth over the past few years, the Louisiana Serve commission made the decision to move our

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application to the state competitive pool, so that we could continue to receive support. TFA-Louisiana's application was denied competitive funding in the FY10 competition, and the Louisiana Serve commission initially thought they would not be able to secure the funding and education awards needed to support our entire corps. In response to the anticipated shortage we began enrolling corps members on the national grant. However, thanks to their remarkable efforts and generosity, the Louisiana Serve Commission was able to secure enough education awards to cover our entire corps. As such, we enrolled the remaining corps members on the state grant. As a result of the initial split, we enrolled 70 corps members on the national grant and 550 on the state AmeriCorps grant. When reviewing the TFA-Louisiana competitive grant, the Corporation looked at last year's fill rate on the national grant -- 70 MSYs -- and reduced our application from 615 MSYs to 70 MSYs. By the logic shared with us during the national grant clarification call, TFA-Louisiana's competitive grant should include the request 615 MSYs, since we were able to fill 617 MSYs in FY10, and this would not be considered an expansion request.

We are raising this matter in our national grant clarification summary because it is the result of a mathematical error that unnecessarily compounds our education award shortage. Additionally, if the TFA-Louisiana competitive grant was partially funded, we could have a situation in which corps members in Louisiana are partially funded through state competitive, state formula and national grants, would be especially difficult to effectively manage as outlined above.

EDUCATION AWARDS:

Ultimately, we are extremely concerned that we will not receive the 9400 education awards to cover our entire corps in 2011-12.

As we've discussed, we apply for state AmeriCorps grants partially as a means of securing additional education awards to cover corps growth. Alternatively, we also ask for an expansion request on the

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national grant as a means of covering corps growth. We state within the application narrative that, as additional state AmeriCorps grants are awarded (new or expansion requests), those MSYs can be deducted from our national expansion request. We certainly understand that no expansion requests were granted due to the funding cuts in the recently approved FY11 budget. This means that MSYs we receive through new state AmeriCorps grants -- Alabama, Georgia, Wisconsin, South Dakota, Oklahoma, and South Carolina -- provide the only opportunity for us to receive additional education awards. However, after reviewing the numbers we realized that the MSYs we were granted through new state AmeriCorps applications were deducted from our national grant MSYs and not from the national grant expansion request. The result is that we have roughly the same number of MSYs we had last year, except instead of just being on the national grant, they're now spread between the national grant and five new state AmeriCorps grants. We work hard to build relationships with state commissions, and believe they are beneficial to furthering our overall impact in specific states. That said, what has currently been proposed will ultimately result in increasing grants management difficulties without a corresponding increase in education awards thereby fundamentally defeating our key objective in participating in both the national and state-level processes.

We need to secure 9400 education awards to cover our entire corps next year. We anticipate that approximately 300-500 education awards will come through state formula continuation grants.

Specifically, after reviewing the clarification letters we believe the following is the present situation:

- 5603 education awards will come from the national grant application (with 548 coming from the FY10 awards)
- 990 education awards will come from continuation state competitive applications
- 579 education awards will come from new state competitive applications (including current Louisiana allocation)
- TOTAL = 8017-8217

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The result is that we are facing an approximate 1400-1200 education award shortage (depending on formula grants). As you know, the education award is crucial to our members' success. It helps corps members pay required alternative route certification costs. Perhaps more importantly, as we strive to increase the diversity of our corps to greater than the 30%, the education award makes joining Teach For America financially viable for people from low income backgrounds.

It is extremely important that we are able to eliminate (or reduce to the extent possible) this education award shortage. As such we have a few ideas that we are happy to talk through:

(1) Increase Teach For America-Louisiana's grant to 615 MSYs -- actual FY10 fill rate (as explained above) = 545 additional education awards

(2) Fully fund the new state AmeriCorps grants that are only partially funded = 338 additional slots
---- Reduce the cost/MSY on the national grant to make up for increased funding through new state AmeriCorps grants

(3) Add 500-300 no-cost MSYs (depending on formula grants) to the national grant = 500-300 additional slots

---- The total national MSYs would be 6103 or 5903, both of which fall near or below our actual fill rate for FY10 (6074 MSYs), and far below our allocation for FY10 (6621)

(4) TOTAL = 8017 (or 8217) + 1383 (or 1183) = 9400 MSYs

This is a suggested allocation designed to ensure that we are (1) not receiving additional funding; (2) receiving additional education awards through no-cost MSYs; (3) still fall within the confines of the Corporation's guideline for absorbing funding cuts; and (4) reduces grants management issues. Other suggested allocations are reducing some of our new state awards, in order to full award others. For example, using MSYs and funding currently allocated to TFA-Milwaukee (125) and TFA-Alabama (32) to

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fully support TFA-Metro Atlanta, and making up the difference through no-cost MSYs on the national grant.

Ultimately, we want to receive enough education awards to cover our entire corps, and we believe that this can happen without receiving special treatment. Additionally, we'd like to do so in a way that minimizes grants management difficulties. We would really love to talk through these suggestions, and are available at any time. Thank you again for your consideration of our proposals.

Continuation Changes

YEAR TWO

NEW SITE LOCATIONS:

In 2011-2012, Teach For America (TFA) intends to open at least five additional sites throughout the country: Puget Sound area of Washington; the Appalachian region in Kentucky, and northeastern South Carolina, Central Florida and Ohio. These sites were selected based on multiple criteria including the existence of a significant gap in academic achievement between upper and lower income areas, broad and deep support from community and school district leaders, and the opportunity to place corps members.

In the Puget Sound, low-income sixth graders are half as likely as their more affluent peers to perform on grade level in math, and almost a quarter less likely to perform on grade level in reading (2008-2009 Washington Assessment of Student Learning). In Appalachia, students in low income communities are, on average, 16% proficient on 8th grade math standards. Students from middle and higher income communities average 46% proficiency (Kentucky Department of Education). In South Carolina, 13% of low-income eighth graders perform on grade level in reading, as compared to 36% of affluent peers; 20% of low-income fourth graders perform on grade level in math, as compared to 51% of affluent peers (National Center for Education Statistics).

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REQUEST FOR EXPANSION:

TFA seeks to amplify its impact by increasing the overall size of the corps by expanding to new sites and growing in the 39 existing regions. The problem of educational inequity demands nothing less.

According to data from the 2009 National Assessment of Educational Progress, nine-year-olds in urban and rural areas are three grade levels behind nine-year-olds in affluent neighborhoods; only half of ninth graders in urban and rural areas will have graduated four years later, and those who do graduate perform at the academic level of eighth graders in high-income communities.

Research consistently demonstrates that high-quality teaching is the most important factor in student learning. ("The Real Value of Value Added" Education Trust, 2004, citing multiple studies) Despite this evidence, low-income students are less likely to get effective teachers in their classrooms than wealthier students; they are far more likely to have teachers who scored poorly on college and licensure exams. ("All Talk, No Action: Putting an End to Out-of-Field Teaching," Education Trust, 2002)

A recent McKinsey study of the world's top performing school systems reveal that 100% of their teachers come from the "top third+" of college students. In the U.S. only 23% come from the top third; 14% in high poverty schools. McKinsey coined the term "top third+" to refer to those students that are in top third academic cohort, and are rigorously screened for other qualities believed to be predictors of successful teachers -- perseverance, ability to motivate others, and organization and communication skills. (McKinsey & Co "Closing the Talent Gap: Attracting and Retaining top-third graduates to careers in teaching," 2010)

TFA brings exactly these types of candidates to low-income schools. The average GPA for 2010 TFA corps members is 3.6, with SAT scores in the 94th percentile; our extensive interview process screens all

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applicants for these "plus" characteristics. We accept all applicants that meet our rigorous admission standards, so that we bring an increasing number of high-quality teachers into under-resourced classrooms. By doing so we are changing the life trajectory of more than 500,000 students.

In 2009 and 2010 the states of North Carolina, Louisiana and Tennessee released studies evaluating the effectiveness of teacher preparation programs, including TFA. All three reports found that TFA corps members made a greater impact on student achievement in every evaluated subject compared with other new teachers.

-- Impacts of Teacher Preparation on Student Test Scores in North Carolina: Teacher Portals Gary Henry and Charles Thompson 2010;

-- 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

-- 2010 Report Card on the Effectiveness of Teacher Training Programs. Tennessee Higher Education Commission 2010

TFA received a record number of 46,000 applications for the 2010-2011 corps. Currently we are midway through the application cycle, and have already received over 31,000 applicants. We are excited to have the opportunity to bring more high-quality teachers to new and existing communities.

To accommodate our growth and ensure that all corps members are part of the AmeriCorps network, TFA requests an expansion of 660 full-time member slots for the 2011-2012 program year, in addition to the 6621 slots awarded in the 2010-2011 year, for a total of 7281 slots.

In addition to the slot expansion requested in this application, 6 of our regions have submitted new and re-competing grant applications through the FY11 AmeriCorps*State Competitive process in: Georgia,

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Louisiana, Oklahoma, South Carolina, South Dakota and Wisconsin. Additionally, 3 regions have submitted expansion requests as part of their continuation applications: Maryland, Florida and Hawaii. Should we be awarded grants through the AmeriCorps*State Competitive process or expansion requests, then the education award slots rewarded can be subtracted from slot expansion amount requested on the Fixed Amount grant. This information has been communicated to the Corporation in conversations prior to the submission of this application.

ENROLLMENT

In the last completed program year (2009-2010), TFA filled 83% of the slots on our National Direct grant. TFA enrolled nearly 7400 corps members in 2009-2010. However, only 4475 corps members were enrolled on the National Direct AmeriCorps grant #07NDHNY003. The remaining corps members were enrolled on various state AmeriCorps grants.

To ensure that we secure enough AmeriCorps member positions in the short- and long-term, TFA applies for full-time member slots through national and state AmeriCorps grants. We pursue multiple AmeriCorps streams because we want to ensure that all eligible TFA corps members can also be AmeriCorps members. Doing so is complicated by two factors: TFA's yearly growth and our application process.

Importance of AmeriCorps Membership:

AmeriCorps provides crucial support to our corps members by providing the education award, which allows members to become certified teachers through alternative route programs -- a critical element of our program under state and federal law, and a central element of our national recruitment campaign.

Full-time education awards are critical to our members' success, particularly as our corps becomes more

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diverse. Currently, 28% of our corps members come from a low socioeconomic background, and do not have the additional support needed to offset loan payments and certification costs. Our corps members often use their education awards to counterbalance the cost of attaining the required certification and licensure, and many corps members would be financially unable to participate were it not for the loan forbearance and interest accrual payments afforded to AmeriCorps members.

As a professional corps we do not provide housing or living stipends to our members. Members receive a first year teacher's salary, which they use to support themselves. Most of our members join the corps immediately after college, and begin paying their loans during their first year of teaching. Although salaries vary depending on region and cost of living within that region, first year teachers' salaries are generally low. Often the cost of loan payments puts additional stress on our corps members; loan forbearance and interest accrual payments relieve some of this pressure and allow our members to concentrate more fully on their service.

Our AmeriCorps grant strengthens our program by enabling us to recruit participants from diverse backgrounds, providing opportunities for collaboration with existing AmeriCorps programs such as City Year, Jumpstart, and the New Teacher Project, enabling members to become part of a larger movement to effect societal change, and provides access to additional training and support to maximize effectiveness. By partnering together, we are accelerating the broader education reform movement in our nation and demonstrate what is truly possible for students in low-income communities. It is crucial that TFA receives enough member slots to ensure that all eligible corps members can be AmeriCorps members.

Application Process:

TFA's application, selection and placement timeline mirrors the AmeriCorps application timeline. For

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example, as our FY11 continuation application is being crafted, submitted and reviewed, we are recruiting, selecting and placing corps members for the 2011-2012 school year. By the time we are notified the status of our FY11 grants (May/June 2011), we have already accepted all of our corps members.

Moreover, we are unable to accept additional corps members once we are notified of our grant awards. Due to the logistical constraints of managing our summer training institutes (which, in turn, are dependent upon the summer school programs of school districts across the nation to provide valuable field experience for corps members), all corps members must be accepted prior to the start of summer training, which can begin as early as May 2011.

Given the timing and rigor of our selection, placement and training processes, TFA is not able to gauge with complete accuracy the number of corps members enrolled every year. To ensure that we have enough member slots to cover all corps members, we apply for slots through state and national AmeriCorps grants. As a result, we don't know how many slots we've received through state and national grant until all the grants have been awarded.

Yearly Growth:

Educational inequity is an enormous problem with dire consequences for our country's future.

Approximately 50% of students in low-income communities will not graduate from high school by the time they are 18 years old; those that do perform, on average, at the academic level of 8th graders in higher income communities. (Diploma Counts," Editorial Projects in Education, Education Week, 2007 & 2009) 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." (McKinsey & Co "The Economic Impact of the Achievement Gap

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in America's Schools," 2009)

A growing body of research shows that TFA corps members are more effective than other teachers, including certified and veteran teachers. 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. ("The Effects of Teach For America on Students: Findings from a National Evaluation," Mathematica Policy Research, June 2004) A 2008-2009 Urban Institute study found that TFA corps members were, on average, more effective than non-TFA teachers in all subject areas even when compared with experienced and traditionally certified teachers. (The Urban Institute/CALDER Research Center, 2009)

Given the damaging consequences of the achievement gap and TFA's demonstrated impact, we have endeavored to grow our corps yearly. Therefore, our selection process is selective rather than competitive meaning we do not set a cap on the number of corps members that we accept, rather we accept all applicants that meet our standards; our acceptance rate for the 2009 corps was 15%.

Growing our corps yearly has required us to increase the number of member slots we receive from AmeriCorps annually.

Corrective Action:

TFA is working closely with CNCS to communicate our confirmed corps size (and corresponding member slot need) in a timely fashion. In preparation for crafting our FY11 continuation application, we conducted meetings with AmeriCorps National leadership at CNCS to discuss our education award needs, our project corps size, and the timeline for determining our actual corps size. As is mentioned

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above, we will have a finalized corps size (based on our admissions cycle) in April. We will update CNCS with this number during the clarification period. Finally, we have also had our enrollment period extended to May, so that we are able to enroll new corps members to fill any remaining slots. Therefore, for the 2010-2011 program year, our enrollment will be approximately 100%.

It is extremely important that we have the member slots and funding needed to ensure that all eligible TFA corps members will be AmeriCorps members, and to ensure that we do not receive more slots than needed to support our corps. Given our 17 year partnership, we are confident that TFA and CNCS can work together to meet both of these goals.

RETENTION

TFA's retention rate for the 2009-2010 school year was 95.6% a rate 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.).

As full time teachers in high-need schools, our corps members work long hours in highly stressful situations both in and outside of school. Our 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.

Although TFA's retention rate is higher than the national average, we are constantly working to improve our program and thus our retention rates. We work vigorously to improve our selection process to make sure we are selecting members who will relentlessly pursue our mission in the face of steep odds.

Narratives

Additionally, we regularly survey our members as to their satisfaction with their initial training as well as the support they receive regionally throughout the year.

We are proud of our corps members' perseverance and our role in supporting them in the profession. TFA is working to improve the way we evaluate corps members. As TFA's evaluations improve, we 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.

STATE COMMISSION CONSULTATION

We utilized the state commission consultation process proposed by the Combined Competition Working Group convened by the Corporation, and have had calls/meetings with several commissions to introduce our program, and its local impact.

PERFORMANCE MEASURES

Please note that the performance measures (national performance measure pilot) did not carry over from our initial application to this continuation application. After speaking with our program officer, we are awaiting an amendment to adjust the performance measures section.

CORPORATION COST/MSY

With the addition of 660 no-cost per MSYs, our requested cost per MSY would be \$1566, a decrease from the current year. However, TFA relies on the Corporation to provide a total of \$11.4 million. Therefore if slots are subtracted from this expansion request based on the number of slots awarded to our regions through the State Competitive process, the cost per MSY would have to increase slightly so that TFA can maintain our current total.

Performance Measures

SAA Characteristics

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

Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas 7281

Service Categories

Other Education Primary Secondary

Improving Academic Performance

Service Category: Other Education

Measure Category: Needs and Service Activities

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 places corps members as teachers in low-income schools. Each corps member teaches an average of 64 students, therefore the number of students who begin in our program is 360,000.

Result: Output

Result.

Teach For America estimates that 360,000 students will start the year in our corps members' classrooms.

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

Target : Teach For America estimates that 360,000 students will start the year in our corps members' classrooms.

Target Value: 360000

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

PM Statement: Teach For America will use an internal tracking system to track the number of students being taught by Teach For America corps members, estimating that this will be 360,000 students.

Priority Area: Education

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

Service Category: Other Education

Strategy to Achieve Results

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

Teach For America estimates that 325,000 students will complete participation in our program due to schedule changes and relocation.

Result: Output

Result.

Teach For America estimates that 325,000 students will complete the year in our corps members' classrooms.

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

Target : Teach For America estimates that 325,000 students will complete the year in our corps members' classrooms.

Target Value: 325000

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

PM Statement: Teach For America will use an internal tracking system to track the number of students who complete the year being taught by Teach For America corps members, estimating that this will be 325,000 students.

Priority Area: Education

Performance Measure Title: ED12: Number of AmeriCorps members who begin serving as teachers through

National Performance Measures

Service Category: a Teacher Corps program
Other Education

Strategy to Achieve Results

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

Teach For America partners with local school districts and charter networks to place corps members as teachers in low-income schools.

Result: Output

Result.

Teach For America will place 5603 AmeriCorps members as teachers.

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

Target : Teach For America will place 5603 AmeriCorps members as teachers.

Target Value: 5603

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

PM Statement: Teach For America will use an internal tracking system to track the placement of 5603 AmeriCorps members as teachers.

Priority Area: Education

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

Service Category: Other Education

Strategy to Achieve Results

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

Teach For America regularly improves 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.

Result: Output

Result.

Teach For America estimates that 5323 AmeriCorps members complete their service as teachers.

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

Target : Teach For America estimates that 5323 AmeriCorps members complete their service as teachers.

Target Value: 5323

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

PM Statement: Teach For America will use an internal tracking system to track the number of corps members who complete their year of service as teachers, estimating that 5323 will do so.

Priority Area: Education

National Performance Measures

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

Service Category: Other Education

Strategy to Achieve Results

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

Teach For America partners with local school districts and charter networks to place corps members as teachers in low-income schools.

Result: Output

Result.

Teach For America will place 5603 AmeriCorps members as teachers in high-need public schools.

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

Target : Teach For America will place 5603 AmeriCorps members as teachers in high-need public schools.

Target Value: 5603

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

PM Statement: Teach For America will use an internal tracking system to track the placement of 5603 AmeriCorps members as teachers in high-need public schools

Priority Area: Education

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

Service Category: Other Education

Strategy to Achieve Results

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

Teach For America encourages corps members to continue teaching in public schools in the year after their term of service. Additionally, the training that corps members receive while in the corps ' through TFA and our university partners ' enable alumni to remain in teaching.

Result: Intermediate Outcome

Result.

Teach For America estimates that 1025 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 estimates that 1025 former AmeriCorps members will remain teaching in the year after term of service.

Target Value: 1025

Instruments: Teach For America 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 will use an internal tracking system to track the number of alumni (former

National Performance Measures

Result.

AmeriCorps members) who continue teaching in public schools in the year after their term of service, an estimated 1025 members.

Priority Area: Education

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

Other Education

Strategy to Achieve Results

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

Teach For America encourages corps members to remain in the education field after their term of service.

Additionally, the training that corps members receive while in the corps ' through TFA and our university partners ' enable alumni to remain in education.

Result: Intermediate Outcome

Result.

Teach For America estimates that 1025 former AmeriCorps members will remain in the education field after their term of service.

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

Target : Teach For America estimates that 1025 former AmeriCorps members will remain in the education field after their term of service.

Target Value: 1025

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

PM Statement: Teach For America will use an internal tracking system to track the number of alumni (former AmeriCorps members) who remaining in the education field in the year after their term of service, an estimated 1025 members.

Priority Area: Education

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

Service Category: Other Education

Strategy to Achieve Results

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

Teach For America provides extensive training and professional development to instruct corps members in

making and tracking the academic achievement made by their students. TFA has worked with CNCS and other

Teacher Corps programs to limit the student achievement pilot to teacher corps members serving in New York

National Performance Measures

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

Result: Intermediate Outcome

Result.

Teach For America estimates that 29,550 students in New York and Tennessee 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 : 29,550 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: 29550

Instruments: Teach For America will analyze state test score data in New York and Tennessee to determine the impact teacher corps members have on student academic achievement.

PM Statement: Teach For America will use state test score data in New York and Tennessee to determine students that will make either at least one year's worth of growth or grade-level sufficient mastery of content standards, with 29,550 students.

Required Documents

Document Name

Status

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable