

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction														
Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)																
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE: 09-JAN-11	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11ES123994	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 11ESHGA0010002														
5. APPLICATION INFORMATION																
LEGAL NAME: The New Teacher Project DUNS NUMBER: 800590452	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Gregory Vincent TELEPHONE NUMBER: (267) 639-2980 FAX NUMBER: INTERNET E-MAIL ADDRESS: gvincent@tntp.org															
ADDRESS (give street address, city, state, zip code and county): 186 Joralemon Street Suite 300 Brooklyn NY 11201 County: Kings																
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 133850158	7. TYPE OF APPLICANT: 7a. National Non Profit 7b. National Non-Profit (Multi-State)															
8. TYPE OF APPLICATION (Check appropriate box). <input checked="" type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input 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 (State)	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Georgia Teaching Fellow s 11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Burke County, Dougherty County, Chatham County, Meriwether County, Muscogee County, Richmond County																
13. PROPOSED PROJECT: START DATE: 07/01/11 END DATE: 06/30/14	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text"/> b.Program <input checked="" type="checkbox"/> GA 012															
15. ESTIMATED FUNDING: Year #: <input type="text" value="1"/>	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 45,250.00</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;">\$ 45,250.00</td> </tr> </table>	a. FEDERAL	\$ 45,250.00	b. APPLICANT	\$ 0.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 45,250.00	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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f. PROGRAM INCOME	\$ 0.00															
g. TOTAL	\$ 45,250.00															
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAAPPLICATION 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: Kris Mayrhofer	b. TITLE: Grants Manager	c. TELEPHONE NUMBER: (678) 765-0726														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 04/29/11														

Narratives

Executive Summary

Georgia Teaching Fellows (GTF) will recruit, select and train recent college graduates and mid-career professionals to teach full-time in high-need schools in Georgia. AmeriCorps members will teach shortage subject areas such as math, science and special education; work to raise student achievement; incorporate service learning into their curriculum; and recruit volunteers for their classrooms.

Rationale and Approach

A1. Problem

In Georgia, a critically high concentration of children living in poverty attend public school in Burke County, Chatham County, Dougherty County, Meriwether County, Muscogee County, and Richmond County. The poverty rate in Dougherty County reaches 27%, much higher than the national average of 13.2% and the state average of 14.7% (US Census Bureau, "State & County QuickFacts: Georgia," August 2010). Similarly, 28.1% of the population in Burke County lives below the poverty level. In Chatham County, 17.0% of the population lives below the poverty level; 18.7% lives below the poverty level in Meriwether County; 18.3% lives below the poverty level in Muscogee County; and 23.8% lives below the poverty level in Richmond County.

There are over 80,000 low-income students in these six counties combined (Georgia Department of Education Annual Year Progress Report, 2010).

An excellent education can provide these students with an opportunity to escape poverty, but current student achievement levels in these counties are concerning. The majority of schools in these districts did not meet their Adequate Yearly Progress (AYP) benchmarks for the 2010 school year (Georgia

Narratives

Department of Education Annual Year Progress Report, 2010). Additionally, low-income Georgia students scored 17 points below the national average on the National Assessment of Educational Progress (NAEP) math exam and 13 points below the average on the NAEP reading exam ("Grade 8 State Results," National Assessment of Educational Progress, accessed online November 24, 2010).

In 2009-2010, 51.3% of eighth graders in these six districts did not meet Georgia Performance Standards in science and 39.2% did not meet standards in math (Georgia Department of Education, CRCT Grade 8 System Summary, 2010). These students are significantly underperforming their peers statewide: across Georgia, only 35% of eighth graders failed to meet standards in science and only 26% failed to meet standards in math (Georgia Department of Education, CRCT 2010 State Summary).

Georgia's graduation rate of 57.8% ranks 46th in the nation. The graduation rates in Burke, Chatham, Dougherty, Meriwether, Muscogee, and Richmond Counties are even lower (EPE Research Center, "School District Graduation Report," Retrieved: October 22, 2010):

- Burke County: 43.9%
- Chatham County: 37.8%
- Dougherty County: 47.3%
- Meriwether County: 45.6%
- Muscogee County: 56.3%
- Richmond County: 44.1%

The obstacles that these students face are many, but they are not decisive. Put simply, teachers matter enormously. Several studies have shown that the effectiveness of the teacher - not class size, not

Narratives

curriculum, not facilities - is the single most important school-based factor influencing student achievement (Hanushek, Kain, & Rivkin, 1996; Sanders & Horn, 2004; Wright, Horn & Sanders, 1997; Gordon, Kane & Staiger, 2006). Within three years, a student who is lucky enough to have three effective teachers consecutively can score as many as 50 percentile points higher than a comparable peer with three ineffective teachers (Sanders & Rivers, 1996). Those 50 points can be a life-altering change.

The need for excellent teachers is particularly high in subject areas such as math, science and special education. Four years of mathematics and science are now a requirement for high school graduation in Georgia. Yet a 2008 report prepared by the Georgia Professional Standards Commission shows that, in the previous year, all Institutes of Higher Education (IHEs) in Georgia combined prepared only 124 science teachers and 140 math teachers (Henson, K.C., "Georgia Teacher Shortages, Supply and Demand"). By comparison, these IHEs prepared 1,824 early childhood teachers. The report also showed that the need for teachers who can teach critical shortage areas persists in the state: 14% of math teachers and 19% of physical science teachers are not fully certified; in elementary special education, a staggering 44% of teachers are not fully certified.

Georgia Teaching Fellows (GTF) will help six high-need school districts create a strong teacher pipeline that can recruit teachers for shortage subject areas and certify only effective teachers. GTF will supplement rather than supplant existing efforts by focusing recruitment on critical subject areas and hard-to-staff schools.

A2. Solution: AmeriCorps Member Roles and Responsibilities

Narratives

(A2.a) Why AmeriCorps will solve the identified problem

Low-income students in these six counties have a strong need for effective teachers who can help them succeed academically and who are committed to serving in the highest-need subject areas and schools. To meet this need, Georgia Teaching Fellows (GTF) will 1) build a robust supply of excellent teachers who commit to serving long-term in high-need schools; and 2) provide the new teacher candidates with a rigorous path to certification directly tied to their ability to raise student achievement.

GTF will seek to attract and train 150 teachers annually in shortage subject areas for each of three years, for a total of 450 new teachers. After a rigorous pre-service Training Institute, the first group of Fellows will be prepared to serve full-time by the fall of 2011.

A fixed-amount AmeriCorps grant from the Georgia Commission for Service and Volunteerism will help GTF recruit, select, train, and retain excellent alternate route teachers who are committed to teaching critical subject areas such as math, science and special education in high-poverty schools.

Incentives such as an AmeriCorps education award will be critical to ensuring that the program can attract excellent teachers to these high-need areas. The award will alleviate the significant financial burden of paying for existing student loans or additional coursework while earning a new teacher's salary. In 2009, the average amount of student debt for Georgia graduates was \$16,568 (Cheng & Reed, "Student Debt and the Class of 2009").

A fixed-amount Professional Corps state grant would also provide GTF with the resources to hire an additional staff member who can ensure a powerful AmeriCorps experience for Fellows by providing

Narratives

training on service learning curriculum, connecting teachers to educators who have demonstrated an exemplary ethic of service, helping teachers recruit volunteers for their classrooms, and providing opportunities for community service outside the classroom.

(A2.b) What will members do? How many members are you requesting? What types of slots are needed for these members?

AmeriCorps members will serve as full-time teachers in elementary and secondary schools to improve the educational outcomes of children in Burke County, Chatham County, Dougherty County, Meriwether County, Muscogee County, and Richmond County. Members will work to raise student achievement, integrate service learning into their curriculum, and recruit volunteers for their classrooms. Over three years, AmeriCorps members will have a direct impact on approximately 47,000 high-need students in Georgia.

The New Teacher Project, which operates Georgia Teaching Fellows and 19 other Teaching Fellows programs across the country, respectfully requests 150 full-time slots in the first year of the grant. We will request an increase in awards in our continuation application in order to provide each member with two education awards.

A3. AmeriCorps Member Selection, Training, and Supervision

(A3.a) Plans for recruiting members for your program

The New Teacher Project (TNTP) is nationally respected for its ability to recruit high-quality teachers

Narratives

for high-poverty schools and shortage subject areas, having recruited, trained or hired more than 43,000 new teachers since 1997. As one of 20 Teaching Fellows programs across the country, Georgia Teaching Fellows will recruit approximately 450 teachers to Georgia schools over three years.

GTF will use internet- and referral-based marketing because this strategy has proven highly effective at attracting applicants. GTF will also launch an intensive grassroots outreach campaign by cultivating relationships with community leaders and conducting community and campus presentations to maximize the number of local applicants to the program. TNTP specifically designs its recruitment messages to attract local, service-minded individuals to the program. In New York City, TNTP has developed a long-running campaign that appeals to local, service minded applicants: "Develop our city's most precious resource" and "There are a million kids in NYC who could use your talents. Think outside the cubicle."

Historical data on applicant conversion rates allows TNTP to establish recruitment goals, such as the number of applications needed from individuals eligible to teach math, science and other shortage areas. TNTP will track progress toward these targets through our proprietary TeacherTrack 2® software, which is capable of generating real-time progress assessments. In 2010, TNTP's strategies attracted 35,900 applications, allowing Teaching Fellows Programs to be highly selective. TNTP's national acceptance rate in 2010 was just 9%.

(A3.b) How applicants selected for your program will reflect a diverse member corps.

The program's recruitment efforts will focus on recent college graduates and mid-career professionals who exhibit strong teaching potential. These individuals represent an important, often untapped

Narratives

source of dedicated new teachers who can help diversify the teaching pool. In addition, Georgia Teaching Fellows will target people-of-color, who have been historically under-represented in the teacher corps. In Georgia, 75% of all teachers are White, while only 23% are African-American and two percent are Hispanic (Georgia Department of Education, "2010 Adequate Yearly Progress Report"). Across the country, 37% of Teaching Fellows recruited by TNTP in 2010 were people-of-color.

TNTP places a strong emphasis on recruiting a diverse cohort.

- 37% of all 2010 Teaching Fellows are people-of-color, compared to 17% of teachers nationwide (National Center for Education Statistics, School and Staffing Survey 2007-2008; most recent available)

- 34% of Teaching Fellows are male, compared to 24% nationwide.

After applicants have been recruited, they will go through a rigorous three-stage selection process that ensures that all candidates admitted to Georgia Teaching Fellows have the characteristics that TNTP has identified in its most successful teachers. At all stages in the process, program staff uses cultivation strategies to maximize the diversity of the candidates, including open houses for people-of-color that include teachers and principals of color who speak about their experience teaching in high-need schools.

Each online application includes a resume, personal statement, references, academic transcript, and description of accomplishments and activities. Applicants must also meet the state requirements for admission into the alternative certification program. Applicants who apply to the program are evaluated on their dedication to service as teachers through questions including "Why do you want to

Narratives

teach in a high-need school?" and "What skill or ability do you possess that will help you ensure high academic achievement for all students?"

Applicants who have passed the pre-screening process and are invited to interview participate in a rigorous day-long interview event that includes a sample teaching session, group discussion, completion of a writing sample and one-on-one interview. Candidates are evaluated by trained selectors (experienced teachers from the community) on critical thinking skills, evidence of past personal achievement, personal responsibility, commitment to raising student achievement, constant learning, oral and written communication skills, and ability to respond effectively to new environments.

(A3.c) How members will be included from the local communities to be served by your program

GTF will place a strong emphasis on recruiting teachers from the local community. In 2010, 53% of teachers recruited by TNTP were from the community; in Phoenix, 68% of this year's teachers are community members.

To maximize the pool of local applicants, GTF will employ Ambassadors (existing teachers from the community who serve as part-time recruiters) to conduct community outreach efforts, such as publicizing the program at local churches, business organizations, military bases, and community or service organizations. Additionally, Ambassadors will market the program at Augusta State University, Albany State University, Columbus State University, as well as Paine College, a historically black college.

Narratives

(A3.d) Plan for orienting members to AmeriCorps, the community they are serving, their placement site, and to the service they will perform

Orienting candidates to the service they will perform.

All members participate in a five- to six-week summer pre-service Training Institute that prepares them to serve as full-time teachers. Members complete approximately 75 hours of coursework sessions and 80 hours of field experience (practice teaching) in a summer school classroom, with approximately 25 hours under formal observation by the lead teacher in the summer school classroom and at least 10 hours in feedback sessions with the lead teacher or the Fellow Advisor (FA), a strong teacher from the partner LEA with experience in the same subject area.

The FA instructs Fellows in TNTP's pre-service training curriculum, the Teaching for Student Achievement (TfSA) curriculum. TNTP's proprietary TfSA curriculum is a research-driven framework of strategies and skills for effective teaching in high-need schools.

The curriculum focuses on two key domains: 1) Instructional Design & Delivery and 2) Classroom Management & Culture. Instructional Design & Delivery teaches members how to plan high-quality lessons aligned to state standards; Classroom Management & Culture provides teachers with strategies for managing student behavior and meeting the needs of high-need students. Before teachers enter the classroom, they will have a strong understanding of the state content standards for their subject area.

Members are assessed on their ability to apply the TfSA framework during their summer school field

Narratives

experience.

Orienting members to the community they are serving and the placement site

Fellow Advisors will be able to provide first-hand knowledge of the school district and the student community. Additionally, the pre-service Training Institute includes an extensive summer school teaching field experience, where teachers will have direct contact with students in the partner district while working under the supervision of a Cooperating Teacher. The Cooperating Teacher is the teacher of record for the summer school classroom and acts as a mentor to members.

Orienting members to AmeriCorps

Members will participate in a mandatory service training that provides participants with an overview of the expectations and benefits of participating in AmeriCorps. The training includes the following topics:

- History and overview of the national AmeriCorps program
- Information on expectations for AmeriCorps members throughout the service year
- Preview of additional service opportunities planned throughout the year (e.g., MLK Day)
- Introduction to service learning curriculum and recruiting volunteers for the classroom
- Overview of the financial details for the AmeriCorps award

During this service training, AmeriCorps staff will also survey members to evaluate interest in additional service and development opportunities. In 2010, TNTF asked Fellows if they would be interested in a webinar led by teachers who have implemented exemplary service learning curriculum.

Narratives

Over three-quarters of surveyed Fellows indicated an interest, so AmeriCorps staff will organize this additional workshop for the spring.

All members will receive an AmeriCorps lapel pin to identify them as AmeriCorps members during their service. Members will also receive a Georgia Teaching Fellows shirt that includes the AmeriCorps logo.

(A3.e) Ensuring that training provided to members will prepare members to perform all the activities they will engage in during their term of service

The pre-service training model that Georgia Teaching Fellows will use is the same model that TNTP has used successfully for all Teaching Fellows Programs across the country.

On 2010 end-of-institute surveys, 95% of Fellows agreed that the Training Institute prepared them well for their first year of teaching. Additionally, 99% of respondents agreed that they felt prepared to teach their subject area.

GTF will monitor Fellows' sense of preparedness and satisfaction with their pre-service training three times during the Training Institute and make adjustments to curriculum as needed to ensure that Fellows are prepared to raise student achievement in their first year. GTF will also survey Fellows on their service training experience to improve these workshops and offer additional resources, if necessary.

(A3.f) Ongoing training provided to members throughout their terms

Narratives

While serving as a full-time teacher, the AmeriCorps members will also complete a TNTP-operated teacher certification program, the Practitioner Teacher Program (PTP), which leads to full state certification. The PTP will provide rigorous, relevant professional development as part of the new teachers' completion of requirements for full certification. The PTP will be school-based, operated by GTF in partnership with districts, and tied directly to content area standards in Georgia. Certification decisions will be based on successful completion of the Teaching for Results Seminar series, principal evaluation, and demonstrated impact on student achievement.

The curricular foundation of the PTP certification model is Teaching for Results (TfR), a series of professional development seminars that provide instruction on how to teach subject area and grade-level content effectively in high-need schools. Participants attend 16 seminars at 3 hours each, comprising 48 hours of coursework, in addition to full-time teaching in a high need classroom. Seminars are taught by trained Seminar Leaders (SLs), educators with a track record of increasing student achievement in high-need schools in a particular subject area. SLs serve as content experts to participants in their first year in the classroom.

TfR teaches participants how to adjust their instruction to increase the academic achievement of students who are performing below grade level, as well as bolster the academic achievement of students who are currently meeting minimum grade-level expectations.

In a 2010 value-add study, the Louisiana Practitioner Teacher Program (LPTP), a TNTP program that implements the TfR professional development seminars, received the highest possible rating for teacher effectiveness in the core content areas of language arts, reading, math and science. TNTP-

Narratives

prepared teachers outperformed new and experienced teachers in these areas (Noell, Gansle, Patt and Schafer, 2010).

(A3.g) Anticipated training topics and the timeline for member training

The training topics are outlined above in descriptions of the pre-service Training Institute, the AmeriCorps service training, and year-long Teaching for Results seminars in sections A3d-f. The timeline for each year is as follows:

- June-July: All Fellows participate in pre-service Training Institute, which includes AmeriCorps orientation
 - September-October: All Fellows who have secured teaching positions begin the year-long Teaching for Results Seminar series and participate in mandatory service training.
 - May: Fellows complete the Teaching for Results Seminar series and must pass the end-of-year Assessment of Classroom Effectiveness prior to receiving certification (see section A3.i for details).
- Completing the process takes between 18-24 months from start of training.

(A3.h) Structured opportunities for participants to reflect on and learn from their service in order to promote a lifelong ethic of service and civic responsibility

- All AmeriCorps members will be required to participate in the year-long Teaching for Results Seminar series. The seminars provide structured opportunities for members to reflect on their teaching service, both with instructors and with other teachers. As members progress through the year, the seminars help teachers both increase and assess their students' achievement levels.

Narratives

-- The service training underscores the concept of teaching as service and provides resources for AmeriCorps members to expand the impact of their service by implementing service learning curriculum that develops a new generation of volunteers or by involving the local community through volunteer recruitment for their classrooms.

-- Service opportunities offered throughout the year during National Service Days will allow teachers to work together as a cohort. These service opportunities, unique to teachers who are AmeriCorps members, allow our members to have a lasting impact on the communities in which they serve.

(A3.i) Plan for supervising members and ensuring adequate support and guidance throughout member terms

Georgia Teaching Fellows will supervise Fellows throughout their service year. GTF will organize ongoing pedagogical support by:

- Hiring Fellow Advisors and Seminar Leaders to instruct and evaluate Fellows during the pre-service Training Institute and Teaching for Results Seminar Series, respectively.
- Coordinating classroom observations and feedback for teachers
- Hiring Cooperating Teachers to mentor Fellows during pre-service practice teaching
- Providing professional development and networking opportunities
- Conducting end-of-institute, mid-year, and end-of-year evaluations for members
- Authoring newsletters with guidance on program requirements and teaching strategies

Narratives

In addition to these activities, all teachers enrolled in GTF will be evaluated and required to demonstrate instructional effectiveness in order to receive certification and remain in the classroom. GTF participants will be screened for effectiveness at two points in the program.

1. An end of institute evaluation will verify that participants display the potential to be effective;
2. An Assessment of Classroom Effectiveness (ACE) within 18-24 months of the start of training will control for demonstrated effectiveness to ensure that only effective teachers earn certification.

The evaluations will help members understand what it means to be an effective teacher and identify development areas to improve their instruction.

(A3.j) Supervision of AmeriCorps members

Fellows will be supervised by a Site Director and Training & Instruction Manager at each site, in addition to the Seminar Leaders and Fellow Advisors who will provide direct feedback on classroom performance.

AmeriCorps program administration is centrally managed by TNTP. To ensure that all members meet program requirements specific to AmeriCorps, TNTP will hire an additional staff person to manage Georgia AmeriCorps member enrollment, exiting and training.

(A3.k) How supervisors are selected

Site Directors, Training & Instruction Managers, and Program Operations Managers are selected by senior level staff, with support from TNTP's Human Capital team. Human Capital develops a detailed job description for these positions, advertises openings both externally and internally, and conducts

Narratives

preliminary screenings. High-quality applicants are asked to complete a project as part of their application and referred to hiring managers and high-level staff for phone and in-person interviews. Interviewers use a rubric that helps them determine if candidates are a good fit for both the role and the organization.

Site Directors oversee the hiring of part-time, seasonal staff at the site level, including Ambassadors and instructors for pre-service training and Teaching for Results Seminars.

In 2010, TNTP hired only .6% of applicants (27,000 applications for 157 positions). In 2010, 35% of new hires were people-of-color.

(A3.I) Training, oversight, and support to supervisors

- The Site Directors in Augusta, Albany/Columbus and Savannah will be trained by the Partner for the Georgia Teaching Fellows and a team of TNTP's national experts who specialize in areas such as site launch, recruitment, training, district hiring, certification, and finance.
- The Training & Instruction Manager and the Program Operations Manager will be trained by the Site Director using an orientation model developed with our Human Capital team.
- The Fellow Advisors and Seminar Leaders will be trained by the Site Manager for Training & Operations, an experienced TNTP employee who is specifically charged with leading instructor trainings for pre-service and year-long certification courses. The trainings for these instructors are customized for each state and undergo quality checks by national expert staff.
- The AmeriCorps staff member will be trained by TNTP's Site Manager for AmeriCorps using a training model developed with Human Capital.

Narratives

Managers meet regularly with their staff to discuss program goals. In addition, all TNTP staff members participate in regular professional development aligned to their development goals as well as quarterly performance evaluations. During these evaluations, the staff member's manager provides feedback on accomplishments and areas for improvement.

Site Directors and Training & Instruction Managers observe and evaluate all part-time, site-level staff using an evaluation rubric. Fellow Advisors, Seminar Leaders, and Ambassadors all receive regular feedback from program staff on their performance.

A4. Outcome: Performance Measures

(A4.a) What is the overall change you want to see by the end of the three-year grant cycle?

By the end of the three-year grant cycle, student achievement for students taught by Georgia Teaching Fellows will have improved significantly, as measured by Fellow and principal reports.

(A4.b) Impact measurement, reporting and determination of performance measure targets

As a fixed-amount grantee, TNTP will opt into the national performance measures pilot for Georgia Teaching Fellows and report on these measures in reports to the Corporation for National and Community Service.

TNTP employs an in-house evaluation team, led by the Vice President of Research & Evaluation. This team supports all sites in developing and analyzing performance measures. Georgia Teaching Fellows

Narratives

will also benefit from TNTP's proprietary applicant tracking system TeacherTrack 2[®], which includes demographic, hiring, certification and performance data for all participants. This robust database allows TNTP to analyze data at all points in the application, hiring, and certification process to evaluate the strength of the program.

TNTP uses a site-based evaluation plan to gather data on each program and conducts national, cross-program research in an ongoing effort to improve Fellow outcomes through refinements to our models and approaches. Evaluation tools for Georgia Teaching Fellows will include:

- Student achievement data, where available
- Observation data gathered during Institute and throughout the school year
- Post-institute survey of participants
- Mid-year survey
- New teacher end-of-year survey
- Principal end-of-year survey
- Fellow exit survey

Additionally, Georgia Teaching Fellows will conduct an annual goal-setting and review process to evaluate performance over the previous year and set new, site-based goals for the coming year. These goals are developed in partnership with local stakeholders, site-based staff, and national expert staff.

A5. Volunteer Generation

(A5.a) How proposed program will recruit volunteers and role AmeriCorps members have in

Narratives

volunteer recruitment and management

In 2010, TNTP's AmeriCorps members recruited 1,050 volunteers for their classrooms. AmeriCorps members who are recruited by Georgia Teaching Fellows will receive training in recruiting, maximizing, and retaining volunteers for their classrooms. Fellows will be encouraged to use their personal networks to bring volunteers into their classrooms. Because we anticipate that the majority of teachers recruited by the program will be from the local community, many AmeriCorps members will have strong existing personal networks.

In addition, AmeriCorps program staff will connect members to local service organizations that are a good source of volunteers. These include the Parent Teacher Association, Kiwanis Club, the Rotary Club, student service organizations at local colleges, and church-affiliated service organizations. There are virtually no other AmeriCorps programs in these areas of Georgia.

AmeriCorps members will be accountable for determining how volunteers will provide support in their classrooms, since these full-time teachers are the experts on their students' needs.

(A5.b) How volunteers help meet the identified community needs and role of volunteers

AmeriCorps members will teach high-need students. Many of these students have a strong need for additional help in core subjects such as math and reading. Volunteers recruited for the classroom will help meet these needs by providing small-group or one-on-one tutoring in specific subject areas, as determined by the teacher.

Volunteers will also add capacity in the classroom for lesson plans that require additional supervisors.

Narratives

This would include, for example, service learning lessons or hands-on lessons that take place outside the classroom. By providing this support, volunteers allow AmeriCorps members to implement lessons that students would not otherwise experience.

A6. Partnerships and Collaboration

(A6.a) Community stakeholders and partners

Georgia Teaching Fellows operates in close partnership with school districts in which AmeriCorps members serve. Current community stakeholders are teachers and administrators from the school districts listed below:

- Burke County Schools
- Chatham County Schools
- Dougherty County Schools
- Meriwether County Schools
- Muscogee County Schools
- Richmond County Schools

GTF is also working closely with the Georgia Department of Education to ensure that the program meets the educational needs of the state and local districts.

(A6.b) Involvement in planning and implementing the proposed program

Georgia Teaching Fellows works hand-in-hand with district administrators to design and tailor the local operating program to meet community needs. Currently, GTF is consulting with administrators in partner districts to identify 1) how many teachers the district needs and 2) the shortage subject

Narratives

areas for each district. These consultations will have a direct impact on the program model.

To ensure a continuous partnership, Georgia Teaching Fellows staff will operate within school district offices and will seek the districts' input on key recruitment, selection, and training activities throughout the year.

Additionally, the GTF program model includes both administrators and experienced teachers from the local community:

- GTF will hire and train local teachers as Ambassadors to educate the community about the program
- GTF will hire and train school district staff to serve as Selectors during interview events. These Selectors will evaluate applicants for the program and will have a direct impact on which candidates are invited to enroll.
- During the pre-service Training Institute and during the school year, GTF will hire and train approximately 25 local, experienced teachers to serve as Fellow Advisors (FAs) and Teaching for Results Seminar Leaders.
- Local stakeholders will serve on a Georgia Teaching Fellows steering committee in each of the three regions. The committee includes the superintendent or head of Human Resources, district research staff, professional development staff, special education staff, and principals.

A7. Sustainability

Plans for ensuring that the impact of the program in the community is sustainable beyond the presence of federal support

Because Georgia Teaching Fellows is supported by Georgia's Race to the Top grant, the AmeriCorps

Narratives

funding requested by TNTP for Georgia Teaching Fellows will support the administration of AmeriCorps education awards in Georgia and AmeriCorps-sponsored activities. Georgia Teaching Fellows has secured five years of funding to support the program's core activities of recruitment, selection, training, and certification.

TNTP will ensure the sustainability of Georgia Teaching Fellows by gradually transitioning the cost of maintaining the program to the school district and the state. TNTP has experience transitioning its programs from federal to local support. In Indianapolis, TNTP received a Transition to Teaching grant to launch Indianapolis Teaching Fellows. When federal funding decreased, the community recognized the value of the program, which is now funded by Indianapolis Public Schools, local charter schools and the Indiana Department of Education.

Organizational Capability

B1. Organizational Background

(B1.a) Primary and secondary contacts for the grant application

Primary contact:

Kris Mayrhofer

Site Manager, AmeriCorps

The New Teacher Project

kmayrhofer@tntp.org

Ph: 678-765-0726

Secondary contact:

Narratives

Cayanna Collier-Good

Partner, Georgia Teaching Fellows

The New Teacher Project

ccolliergood@tntp.org

(B1.b) Organization's prior experience administering AmeriCorps grants or other federal funds

TNTP has received two previous AmeriCorps grants, one in 2007 and one in 2010. In addition, TNTP has managed multiple US Department of Education awards, including three Transition to Teaching grants, a Fund for the Improvement of Education (FIE) grant, and an Investing in Innovation grant (i3). TNTP has successfully complied with the significant reporting and record-keeping requirements in accordance with these grants and undergoes an A-133 audit every year.

(B1.c) Organization's experience raising funds to support service activities

TNTP has a grants portfolio of approximately \$70 million in federal, state, and private funds to support its programs and initiatives. The Director of Development and the Grants Manager oversee fundraising efforts at both the organizational and the local level.

TNTP successfully supports many Teaching Fellows programs through fundraising. Currently, Teaching Fellows programs in Indianapolis, Austin, Dallas, Washington DC, and Memphis are supported in part by private funds. Other programs, like those in Chicago, Nashville, and Fort Worth are supported by a combination of federal and district funds, with a clear plan in place for decreasing reliance on federal funds in the future.

Narratives

(B1.d) Sources of organizational funding and percent the proposed project represents in budget

TNTP's projected revenue for fiscal year 2011 (October 1, 2010 -- September 30, 2011) is \$55,680,066.

The Georgia Teaching Fellows AmeriCorps budget request of \$135,750 represents 0.2% of the organizational budget.

TNTP receives approximately 61% of its overall revenue from the school districts and charter schools to which it provides services. In addition, approximately 39% of TNTP's revenue is from federal and private foundation grantors. Major funders include the Bill & Melinda Gates Foundation, the Carnegie Corporation of New York, The Walton Family Foundation and the US Department of Education. TNTP has also secured local funding to support efforts in Chicago, Cincinnati, DC, Denver, Houston, New Haven and Oakland.

(B1.e) Type of support previously received from CNCS and percentage of total funding from CNCS

TNTP has received two grants from CNCS in the past five years:

- In 2007, TNTP was awarded a National Professional Corps grant for 700 full-time slots. The total award amount was \$416,202.
- In 2010, TNTP was awarded a National Fixed-Amount Professional Corps grant for 755 slots at a cost per MSY of \$633. The total award amount was \$477,915.

The 2007 grant has expired. The 2010 grant represents one percent of TNTP's total organizational funding.

Narratives

(B1.f) How AmeriCorps program is integrated and supported within your organization

As AmeriCorps members, Georgia Teaching Fellows will join 755 AmeriCorps members across the country. The centrally managed program is led by a Site Manager for AmeriCorps, who oversees all enrollment/exiting activities and coordinates performance measure data collection for members, and a Program Associate, who manages Fellow communications and support. The Teaching Fellows-- AmeriCorps Education Award Program organizes community service activities for members (e.g., MLK Day); conducts trainings on service learning; and connects Fellows to veteran teachers with experience in service learning.

The AmeriCorps program is a critical recruitment tool in hard-to-staff sites and sites with a high cost of living. AmeriCorps provides a powerful, comprehensive service experience that includes service in the classroom and in the community.

(B1.g) Organization's management structure and how the board of directors, administrators, and staff members support your program.

TNTP's CEO, Ariela Rozman and President, Timothy Daly, work closely with the Leadership Team to manage programs, including Georgia Teaching Fellows. The 12-person leadership team's experience as education policy experts, executives, and public school teachers shapes the organization's strategy and ensures that programs meet organizational goals. Please see tinyurl.com/TNTPleaders for more information.

Narratives

Layla Avila, Vice President of Teaching Fellows Programs, and Sarah Heine, Vice President of Training & Certification, both members of the Leadership Team, oversee a central team of national experts on teacher recruitment and preparation who support site-level staff. This support model allows TNTP to direct resources to project sites fluidly and ensure that new sites like Georgia Teaching Fellows can launch quickly without compromising quality.

TNTP's 10-member Board of Directors meets twice a year with TNTP leadership to review accomplishments, challenges and long-term strategies. The board represents a wealth of diverse experience-including education, business and legal experts. Please see tinyurl.com/TNTPboard for more information.

B2. Staffing

(B2.a) Role and experience of AmeriCorps staff

- Partner, Georgia Teaching Fellows. The Partner oversees stakeholder relationships at the state and district level and oversees program goals across operating sites. Cayanna Collier-Good will be the Partner; Ms. Collier-Good began her career as a Teach For America corps member and previously served as Education Program Manager at the Georgia Department of Education.

- Site Director (3)

The Site Directors, one for each of the three regions, work to meet GTF goals at the individual site level relating to recruitment, selection, operations, district hiring, certification and client satisfaction. Site Directors manage all site-based staff.

Narratives

Angela Orange will be Site Director for Albany/Columbus. Ms. Orange has served with Teach For America and worked for the Coca Cola Scholars Foundation and the Center for Science Education at Emory University.

Katie Jones will be the Site Director for Augusta, joining TNTP after serving as a former Spanish teacher in Georgia, the Director of Women's Basketball Operations, and the Director of Sports Camps at Columbia University.

Erika Tate will be the Site Director for Savannah. Previously, Erika was the Founding Principal and Designer/Researcher for bluknowledge, where she reviewed technology-enhanced science curriculum. Erika holds a Ph.D. in education from UC-Berkeley and has experience in math, science and technology education with high-needs populations.

- Site Manager, Training & Operations

This one-year role will support all sites and lead instructor trainings for pre-service and year-long certification courses. Venola Mason will be the Site Manager for Training & Operations. Prior to this position Venola served as the Site Manager for the Atlanta Content Seminar, where she trained and supported a team of Seminar Leaders and recruited teachers to enroll in the program. Venola began her career as a Teach for America corps member in Atlanta.

- Training & Instruction Manager (4)

The Training & Instruction Managers, one for each of the four training sites, coordinate and oversee all member training activities, including the pre-service Training Institute, the year-long Teaching for

Narratives

Results Seminars and ongoing professional development for members. TNTP is currently hiring for these positions.

- Program Operations Manager (3)

The Program Operations Managers, one for each of the three regions, will implement recruitment and cultivation strategies, support the selection process, manage candidate communication, and work with principals and Fellows to facilitate district hiring. TNTP is currently hiring for these positions.

- AmeriCorps Associate

This associate will manage AmeriCorps members and activities, including enrollment, service training, volunteer and service opportunity coordination, and exiting. TNTP will hire for this position if awarded an AmeriCorps grant.

(B2.b) Desired qualifications for each open position

Training and Instruction Manager Qualifications

- At least two years teaching experience in high-needs schools in low-income communities, preferably in Georgia
- Track record of raising student achievement
- Familiarity with Georgia curriculum standards (preferred)
- Previous experience developing and leading teacher professional development

Program Operations Manager Qualifications

- Excellent event planning, organizational and time-management skills

Narratives

- Public-speaking abilities, including the ability to inspire others
- Knowledge of Georgia schools (strongly preferred)
- Experience working with underperforming schools (preferred)

AmeriCorps Associate

- Strong organizational skills and the ability to effectively prioritize and manage multiple responsibilities simultaneously
- A strong commitment to education issues and to closing the achievement gap

(B2.c) Plans for financial and programmatic orientation; training and technical assistance; and monitoring for compliance to your program and service sites

Georgia Teaching Fellows and AmeriCorps program staff will receive training when they are hired through an extensive multi-week orientation. TNTP ensures that staff receives ongoing training and technical assistance through semi-annual conferences, regular conference calls and meetings, and clear channels of communication between the site and national staff. TNTP's central Finance team also works with sites on a monthly basis to monitor revenues and expenditures.

To provide assistance to members and service location staff, each operating site will have a Training & Instruction Manager and a Program Operations Manager who are responsible for answering questions from and providing support to AmeriCorps members and school staff.

The Site Manager for AmeriCorps, Kris Mayrhofer, will be responsible for ensuring that Georgia Teaching Fellows is in compliance with all AmeriCorps regulations.

Narratives

B3. Current Grantees Only

(B3.a) Enrollment

TNTP enrolled 100% of slots during its last full year of program operations. In fact, demand was so strong that we had to prioritize which sites received awards, as we were not able to offer the award across all our Teaching Fellows Program sites.

(B3.b) Retention

In 2009-2010, TNTP retained 89.1% of 742 enrolled members (due to refill slots, the number of enrolled members is higher than TNTP's 700 slots).

The three primary reasons for members exiting without an award were family, health, or personal issues.

TNTP is deeply committed to maximizing the retention of effective AmeriCorps members in classrooms and is constantly assessing its processes to identify strategies for increasing retention. To continue to improve retention of effective teachers, TNTP will:

1. Coordinate with school districts to ensure recruitment goals align with vacancy projections.
2. Analyze which qualities of applicants correlate to higher retention of effective teachers.
3. Use end-of-institute and end-of-year surveys of Fellows to determine focus areas for future pre-

Narratives

service training and year-long professional development.

4. Strengthen cohort networks through AmeriCorps activities such as service opportunities outside the classroom to connect Fellows with each other and the community.

(B3.c) Special Circumstances

Georgia Teaching Fellows will serve high-need schools in Burke, Chatham, Dougherty, Meriwether, Muscogee, and Richmond County. The poverty rate in these counties exceeds both the national and state average (see section A1) and these counties therefore do not have the financial or staff resources to attract a large pool of qualified, effective teachers.

Budget/Cost Effectiveness

C1. Cost Effectiveness

(C1.a) The Corporation cost per MSY is determined by dividing the Corporation's share of budgeted grant costs by the number of MSYs you are requesting in your grant.

Georgia Teaching Fellows respectfully requests a cost per MSY of \$905 in Year 1, for a total budget request of \$135,750 for 150 first-year teachers.

TNTP will request an increase in awards in the second year of the grant to provide each member with two awards. We anticipate that the budget request will remain stable, thereby lowering the cost per MSY even further.

(C1.b) Additional commitments you plan to secure

Narratives

Georgia Teaching Fellows is funded by a five-year Race to the Top sub-grant. The US Department of Education's \$4.35 billion Race to the Top Fund is a competitive grant program designed to encourage and reward States that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, improving high school graduation rates, and ensuring student preparation for success in college and careers. Georgia was awarded a \$400 million Race to the Top grant in August 2010.

(C2) Current Grantees Only:

Georgia Teaching Fellows is not a current Georgia state commission grantee.

(C3) Special Circumstances

Georgia Teaching Fellows will serve districts across a large area. As a result, we anticipate increased recruitment and marketing costs to reach and attract applicants, and to organize events. For example, while one operating site will recruit teachers in both Muscogee County and Dougherty County, the 100 miles separating these two counties will double the cost of recruitment and interview events.

(C4) EAPs and Full-time Fixed-amount Applicants Only

Georgia Teaching Fellows will be funded from 2010-2015 by a Race to the Top sub-grant from the Georgia Department of Education (see section C1b). The budget for the statewide Georgia Teaching

Narratives

Fellows program during the three-year AmeriCorps grant cycle is \$5,454,433.

The grant request of approximately \$407,250 over three years from CNCS represents seven percent of the total three-year budget.

Evaluation Summary or Plan

As a new State Professional Corps applicant with an average annual grant of less than \$500,000, TNTP will conduct an internal evaluation of its program. TNTP's evaluation plan for Georgia Teaching Fellows is outlined below.

TNTP utilizes the data it collects in its evaluation efforts to refine and develop program services. TNTP will develop a comprehensive evaluation program that determines:

- The quality of the program participants based on their credentials prior to joining the program
- The quality of the program participants based on their performance in the classroom
- The level of satisfaction among participants in the program and their experience teaching in the school district
- The effectiveness of program strategies for recruitment, selection, training, and certification

Please refer to section A4 for details on TNTP's evaluation tools.

Data from the 2010 Principal Survey conducted at AmeriCorps operating sites show that AmeriCorps members have made a significant and positive impact on student achievement and on their schools.

- 91% of principals agreed that Teaching Fellows have made a positive difference in the school

Narratives

environment

- 84% of principals agreed that Teaching Fellows have raised student achievement in their school

Amendment Justification

Not applicable

Clarification Summary

CRIMINAL HISTORY CHECKS

All AmeriCorps members recruited by TNTP will have background checks conducted that comply with the new regulations, including an FBI fingerprint check.

TNTP conducts NSOPR checks on all AmeriCorps members.

As a fixed amount grantee, The New Teacher Project is not required to conduct criminal background checks on its employees. Additionally, our employees do not have direct contact with children through their work for The New Teacher Project.

LABOR UNION CONCURRENCE

The labor union concurrence regulation does not apply to The New Teacher Project's program, as TNTP's Teaching Fellows Programs do not serve as the placement site for AmeriCorps members.

AmeriCorps members recruited by TNTP serve as full-time teachers in public school districts and charter schools. These school districts and charter schools are the placement site for members.

Narratives

There are no collective bargaining agreements for teachers in Georgia and therefore no labor union from which to obtain a concurrence.

PERFORMANCE MEASURE CLARIFICATION

We have adjusted our performance measures to align with the reduced number of awards (50) for which we are being considered. Based on the data we have obtained this year through our national direct grant, we have lowered our goal for ED14. As indicated in reports to our Program Officer, the definition for high-need school is so restrictive that it excludes many members who are serving in schools where the vast majority of children are low-income. Our revised goal reflects the specific requirements of the definition, although many more of our members serve in high-need schools as measured by Title I status.

THE IDENTIFIED NEED INCLUDES DATA REGARDING THE HIGH NUMBER OF CHILDREN LIVING IN POVERTY AND ATTENDING PUBLIC SCHOOLS IN THE TARGET COMMUNITIES, BUT THE PROPOSED INTERVENTION DOES NOT DIRECTLY ADDRESS HOW IT WILL COMBAT THIS ISSUE. PLEASE PROVIDE MORE DETAIL REGARDING HOW THE PRESENTED SOLUTION ADDRESSES THIS PARTICULAR NEED.

Georgia Teaching Fellows works to raise student achievement immediately while supporting the community's long-term goals of reducing the number of children living in poverty.

The program recruits and trains effective teachers who are dedicated to serving in high-need public schools. These teachers complete a rigorous certification curriculum, Teaching for Results, which is

Narratives

designed for teachers working to raise student achievement in low-income schools. As mentioned in the Rationale and Approach section, teachers prepared by this curriculum in Louisiana outperformed new and experienced teachers in language arts, reading, math and science. Additionally, all teachers trained by Georgia Teaching Fellows are evaluated for their effectiveness. Only teachers who have demonstrated their effectiveness in the classroom are granted certification.

Research has shown that effective teachers like the ones recruited, trained, and ultimately certified by Georgia Teaching Fellows have a direct and lasting impact on student success and income levels. A 2002 study of teachers in Texas concluded that, "having a high quality teacher throughout elementary school can substantially offset or even eliminate the disadvantage of low socio-economic background" (Rivkin, Hanushek and Kain, 2002). This also holds true in the long-term: Rigorous research shows that even one year with an effective teacher can improve a student's lifetime earnings by thousands of dollars. The impact is replicated across all of the other students in the class. A single above average teacher produces over \$400,000 in added earnings for her class of twenty, per year (Hanushek, 2010).

Effective teachers can also raise the standard of living in the community. Clusters of low-achieving schools result in economic dead zones where the community's workforce is "largely unable to participate in the greater American economy due to a concentration of low skills, high unemployment, or high incarceration rates." Dropouts from the class of 2004 alone will cost the nation more than \$325 billion in lost wages, taxes, and productivity over their lifetimes (McKinsey & Company Social Sector Office, 2009 and Rouse, 2005).

Employing effective teachers is critical to ensuring that Georgia communities have the skilled

Narratives

workforce they need for economic success. Georgia Teaching Fellows is helping communities meet this need by recruiting and training teachers who will raise student achievement and can change students' chances in life.

PLEASE PROVIDE MORE INFORMATION REGARDING COMMUNITY STAKEHOLDER SUPPORT, SUCH AS PARTNERSHIPS IN PLACE OR IN DEVELOPMENT AND HOW THOSE PARTNERS HAVE BEEN INVOLVED IN PLANNING AND WILL BE INVOLVED IN THE PROGRAM IMPLEMENTATION

The education community is deeply involved in the Georgia Teaching Fellows (GTF) program. Many teachers and school administrators from the community are helping to ensure that the program is able to recruit and train excellent new teachers, which demonstrates strong local support for the program.

*Columbus *

In the Columbus area, 100% of pre-service Training Institute staff is current teachers in the Dougherty and Muscogee County Schools, where Fellows will be teaching. Additionally, at least 50% of all part-time staff for the program will be recruited directly from the districts we serve, including Muscogee County, Dougherty County and Meriwether County. Georgia Teaching Fellows--Southwest has also worked closely with local universities, including Agnes Scott, Columbus State, Albany State, Auburn University, and Argosy to recruit Fellows from the local student body.

Augusta

In the Augusta area, 9 of 10 Selectors are current employees of the Richmond County School System

Narratives

(RCSS). Selectors are charged with evaluating applicants during the interview phase to determine if they would be a good fit for the district. Of these Selectors, three are teacher of the year and one is the director of the Advanced Placement program at a low-income school. Five others are instructional coaches and administrators. Additionally, four of six instructional staff hired to train Fellows are employed by RCSS.

We are also proud to report that Georgia Teaching Fellows is providing a long-term benefit to members of the community. The Augusta site has worked closely with the Richmond County School System to recruit candidates who are current paraprofessionals or substitute teachers. These are individuals who are dedicated to education but lack the certification they need to be full-time teachers. Georgia Teaching Fellows--Augusta provides them with the opportunity to serve their community as a full-time teacher while earning certification that will allow them to serve in the classroom long-term.

A recent article in The Augusta Chronicle described the excitement that community members feel about having the program. (Link:<http://tinyurl.com/gtfaugusta>)

Savannah

In the Savannah area, 10 of 12 Selectors are current employees of local school districts. These Selectors include eight teachers, including a Teacher of the Year, a Staffing Specialist, and an Academic Coach. Georgia Teaching Fellows--Savannah has also worked to engage the community. Our staff was invited to attend several events held by the 100 Black Men of Savannah to promote our program and recruit applicants. In order to maximize the diversity of the teacher cohort, Georgia

Narratives

Teaching Fellows staff has worked with faculty and department chairs at Savannah State University, a local historically black university.

The program was also featured in the local Georgia Center for Non-Profits Newsletter. At their encouragement, Georgia Teaching Fellows was able to recruit local applicants through the Georgia Center online job site "Opportunity Knocks."

Continuation Changes

Not applicable

Performance Measures

SAA Characteristics

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

Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas 50

Service Categories

Elementary Education

Secondary Education

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

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

As full time teachers, Georgia Teaching Fellows are employed by the school district in which they work. As a result, at the beginning of the year, each teacher is assigned students in accordance with the individual school district's policy in addition to the individual teacher's job description (e.g., a secondary math teacher will be assigned students whom the district determines should be in that classroom).

School districts reserve the right to move students from one classroom to another throughout the year, which impacts the number of students still enrolled in an AmeriCorps member's classroom at the conclusion of the school year. In addition, students may leave the classroom if they move out of the district. Fellows are trained to educate student and families on the importance of education, and keep all parties well informed on student progress. Fellows are encouraged to address chronic student absences with students and families to reduce drop-out rates and ensure students are making progress towards achieving grade level standards.

Result: Output

Result.

Students enrolled in an AmeriCorps member's classroom at the beginning of the school year.

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

Target :2,500 students begin the school year in an AmeriCorps member's classroom. AmeriCorps members are both secondary and elementary teachers.

Target Value: 2500

Instruments: At the beginning of the school year, we will survey members to identify the number of students assigned to their classrooms.

PM Statement: 2,500 students are enrolled in an AmeriCorps member's classroom at the start of the school year.

Result: Output

Result.

Students enrolled in an AmeriCorps member's classroom at the conclusion of the school year.

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

Target :2125 students end the school year in an AmeriCorps member's classroom. AmeriCorps members are both secondary and elementary teachers.

Target Value: 2125

Instruments: At the end of the school year, we will survey members to identify the number of students assigned to their classrooms.

PM Statement: 2125 students are enrolled in an AmeriCorps member's classroom at the conclusion of the school year.

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

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

Georgia Teaching Fellows (GTF) will ensure that schools meet their needs for qualified, diverse and effective teachers. Georgia Teaching Fellows will recruit, select, train and secure positions for 50 first-year teachers where they are needed most, typically in impoverished areas. GTF offers school districts access to a pool of talented, high-achieving individuals who have deep content knowledge and who are seeking long-term careers as teachers.

Georgia Teaching Fellows receive specialized, intensive training designed specifically to prepare them to be effective in a high-need school. The summer training is designed to orient Teaching Fellows to the day-to-day challenges they will face and the practices they will need to be effective teachers. This pre-service training is a critical component to retaining these teachers and ensuring their ability to be effective in the classroom. In addition, Georgia Teaching Fellows employs Training and Resource Managers who manage the institute training, coordinates professional development workshops, directs Teaching Fellows to appropriate resources and provides direct feedback on their work in the classroom. This support coupled with the pre-service training impacts both the success of Teaching Fellows in the classroom as well as the number who complete the school year.

Research has shown that schools serving low-income communities, where poor and minority students are concentrated, are far less likely to be staffed with effective teachers. In order to close the achievement gap, TNTP believes that high-need students must be provided with outstanding teachers and, therefore, will work with school districts in Georgia to ensure that poor and minority students get excellent educators. As a result, the majority of Georgia Teaching Fellows will teach in high-need schools, defined as Title I schools.

Result: Output

Result.

High quality individuals teach in high-need public schools.

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

Target :26 high achieving first-year teachers teach in high-need public schools. AmeriCorps members are both secondary and elementary teachers. A high-need school meets the definitions in the

Race to the Top Notice of funding Opportunity.

Target Value: 26

National Performance Measures

Result.

Instruments: TNTP works with our district partners to identify which positions Fellows have filled and use our applicant tracking system, TeacherTrack 2, to record this information. We also use state databases to identify schools that meet the ED14 definition of a high-need school.

PM Statement: 26 highly-qualified first-year teachers teach in high-need public schools.

Result: Output

Result.

High quality individuals complete the school year as first-year teachers.

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

Target :42 highly-qualified first-year teachers complete the school year as classroom teachers.

AmeriCorps members are both secondary and elementary teachers .

Target Value: 42

Instruments: In addition to working with our district partners to identify any Fellows who are no longer teaching, TNTP will utilize our internal electronic Teaching Fellows tracking system, TeacherTrack 2, to determine the number of first-year teachers who are teaching at the conclusion of the school year.

PM Statement: 42 highly-qualified first-year teachers complete the school year as classroom teachers.

Result: Output

Result.

High quality individuals enter the classroom as first-year teachers.

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

Target :50 high-achieving first-year teachers begin the school year. AmeriCorps members are both secondary and elementary teachers.

Target Value: 50

Instruments: TNTP works with our district partners to identify which positions Fellows have filled, and utilize our internal, proprietary tracking system, TeacherTrack 2, to track Fellows throughout the school year.

PM Statement: 50 highly-qualified first-year teachers begin the school year as classroom teachers.

Priority Area: Education

Strategy to Achieve Results

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

When recruiting Georgia Teaching Fellows, TNTP will focus on a call to serve our state's neediest students for the long-term. These messages are reinforced throughout our application process. In addition, during our selective interview process, candidates are assessed against our Commitment competency, where they must demonstrate a sustained commitment to teaching and to raising student achievement in a high need school. Once accepted, Teaching Fellows receive specialized, intensive training designed specifically to prepare them to be effective in a

National Performance Measures

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

high-need school. The summer training is designed to orient Teaching Fellows to the day-to-day challenges they will face and the practices they will need to be effective teachers. This pre-service training is a critical component to retaining these teachers for the long-term and ensuring their ability to be effective in the classroom. Each site also employs a Training and Resource Manager who manages the institute training, coordinates professional development workshops, directs Teaching Fellows to appropriate resources and provides direct feedback on their work in the classroom. This support coupled with the pre-service training impacts the success of Teaching Fellows in the classroom as well as the number who return for another year of teaching.

While the Georgia Teaching Fellows program will focus on retaining individuals to teach in high-need public schools for the long-term, we recognize that some may find a better fit working elsewhere in the education field after their term of service. Throughout the year, Fellows attend professional development sessions, many of which give them exposure to others in the district and allow them to make connections so that they may pursue other opportunities like school or district administration.

Result: Intermediate Outcome

Result.

High quality individuals choose to pursue non-teaching opportunities in the education field in the year following their term of service.

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

Target :Two high achieving individuals choose to pursue non-teaching opportunities in the education field in the year after their term of service. AmeriCorps members are both secondary and elementary teachers.

Target Value: 2

Instruments: TNTP will utilize our End-of-Year Fellow survey to determine how many teachers opt to pursue opportunities in the education field other than teaching.

PM Statement: Two highly-achieving individuals choose to pursue non-teaching opportunities in the education field in the year following their term of service.

Result: Intermediate Outcome

Result.

High quality individuals continue to teach in public schools in the year following their term of service.

Indicator: (DELETED) ED16: Teachers in schools in the year after service

Target :39 high achieving individuals teach in a public school in the year after their term of service.

National Performance Measures

Result.

AmeriCorps members are both secondary and elementary teachers.

Target Value: 39

Instruments: In addition to utilizing our internal electronic Teaching Fellow s tracking system, TeacherTrack 2, TNTP w ill utilize our End of Year Fellow survey to determine how many teachers w ill remain teaching in a public school in the year follow ing their term of service.

PM Statement: 39 highly-qualified individuals continue to teach in public schools in the year after their term of service.

Priority Area: Education

Strategy to Achieve Results

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

Once accepted, Georgia Teaching Fellow s receive specialized, intensive training designed specifically to prepare them to be effective in a high-need school. The summer training is designed to orient Teaching Fellow s to the day-to-day challenges they w ill face and the practices they w ill need to be effective teachers. This pre-service training is a critical component to retaining these teachers for the long-term and ensuring their ability to be effective in the classroom. Each operating site also employs a Training and Resource Manager w ho manages the institute training, coordinates professional development w orkshops, directs Teaching Fellow s to appropriate resources and provides direct feedback on their w ork in the classroom. This support coupled w ith the pre-service training impacts the success of Teaching Fellow s in the classroom.

In Georgia, TNTP w ill use the Criterion-Referenced Competency Tests (CRCT) and standardized end-of-course tests. In some cases, TNTP may use benchmark assessments. How TNTP measures achievement w ill vary depending on the data obtained from different tests.

Please note that TNTP may not be able to provide data for all Fellow s. Students in high-need schools have a high mobility rate, so some students w ho w ere reported as present in the beginning of the year w ill not be present to take the test. We cannot account for these students w ith historical data because w e have never pursued a data set of this size.

Result: Intermediate Outcome

Result.

Academic achievement improves for students taught by an AmeriCorps member.

National Performance Measures

Result.

Indicator: ED15: Students with improved academic performance.

Target :2,000 students taught by an AmeriCorps member show academic improvement. AmeriCorps members are both secondary and elementary teachers.

Target Value: 2000

Instruments: As noted in the Strategy to Achieve Results section, TNTP will use both state standardized tests and/or standardized benchmark assessments to measure student achievement.

In Georgia, this includes the Criterion Referenced Competency Test (CRCT) and standardized end-of-course tests administered by the state.

PM Statement: Academic achievement improves for 2,000 students taught by an AmeriCorps member.

Required Documents

Document Name

Status

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable