

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): 01/25/11	3. DATE RECEIVED BY STATE:	STATE APPLICATION IDENTIFIER:
2b. APPLICATION ID: 11ND125953	4. DATE RECEIVED BY FEDERAL AGENCY: 01/25/11	FEDERAL IDENTIFIER: 09NDHNY001
5. APPLICATION INFORMATION		
LEGAL NAME: Teacher's College - Columbia University DUNS NUMBER: 071050983	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Nicolas Stahelin TELEPHONE NUMBER: (212) 678-6622 FAX NUMBER: (212) 678-3153 INTERNET E-MAIL ADDRESS: stahelin@tc.edu	
ADDRESS (give street address, city, state, zip code and county): 525 West 120th St. Box 90 New York NY 10027 - 0090 County: New York		
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 131624202	7. TYPE OF APPLICANT: 7a. Higher Education Organization - Private 7b.	
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 National	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Teachers College Professional Corps Programs 11.b. CNCS PROGRAM INITIATIVE (IF ANY):	
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Connecticut, New York, New Jersey, Michigan, Pennsylvania, Virginia, California, and Washington, D.C.		
13. PROPOSED PROJECT: START DATE: 08/01/11 END DATE: 07/31/12	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="NY 015"/> b.Program <input type="text" value="NY 015"/>	
15. ESTIMATED FUNDING: Year #: <input type="text" value="3"/>	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	
a. FEDERAL \$ 124,901.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
b. APPLICANT \$ 252,911.00		
c. STATE \$ 0.00		
d. LOCAL \$ 0.00		
e. OTHER \$ 0.00		
f. PROGRAM INCOME \$ 0.00		
g. TOTAL \$ 377,812.00		
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: Paul Kran	b. TITLE: Director	c. TELEPHONE NUMBER: 212-678-8199
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/02/11

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Executive Summary

The Peace Corps Fellows Program recruits and trains Returned Peace Corps Volunteers to teach full-time in New York City public schools serving low-income communities. The program also provides AmeriCorps membership to the Summer Principals Academy, which fosters long-term retention and professional development in our nation's educational system by supporting educators who are transitioning into administrative and leadership roles in schools and districts across the country.

Rationale and Approach

A.1. Compelling Community Needs: Providing equitable and meaningful educational opportunity for all students, and recruiting and retaining high-quality teachers remains a major challenge for our public schools, particularly in underserved communities. According to William Husar, economist at the National Center for Education Statistics, the nation will need to recruit an additional 2.8 million public school teachers over the next eight years owing to baby-boomer retirements, growing student enrollment and staff turnover--which is especially high among new teachers. If we are to prepare our youth for participation and leadership in our democracy and build their civic responsibility, finding and retaining high-quality teachers will be essential. Recent test results show that U.S. 10th graders ranked just 17th in science among peers from 30 nations, while in math they placed in the bottom five. Research suggests that a good teacher is the single most important factor in boosting achievement, more important than class size, the dollars spent per student, or the quality of textbooks and materials ("How to Make Great Teachers," Claudia Wallis, Time Magazine; February 13, 2008). Effective teachers are capable of inspiring significantly greater learning gains in their students when compared with their weaker colleagues. Value added assessment studies in Tennessee show that the difference in achievement between students who attended classes taught by high-quality versus those taught by low-quality teachers for three consecutive years, is considerable: approximately 50 percentile points on standardized tests (Sanders & Rivers, 1996).

Nowhere are the disparities in teacher quality more pressing than in our nation's urban districts that

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serve an overwhelming number of low-income and minority students. These students have the greatest need for quality instruction, yet have less access to highly qualified teachers. A report commissioned by Education Week, *Quality Counts 2003*, finds that almost a quarter of secondary school students (22 percent) take at least one class with a teacher who did not even minor in the subject he or she teaches. Nearly 30% of middle- and high school classes in math, English, science and social studies are taught by teachers who didn't major in a subject closely related to the one they are teaching.

Lack of high-quality teachers in our nation's urban districts, where teacher turnover has increased by 50% over the past 15 years, has contributed to the achievement gap between whites and minorities. This is evidenced in grades, standardized-test scores, course selection, dropout rates, and college-completion rates (National Commission on Teaching and America's Future, June 2007). For example, while 72 percent of white students enrolled in 9th grade graduated from high school on schedule in 2001, this was true for only just over half of the same group of black and Hispanic students (Greene, 2003).

According to the National Black Caucus of State Legislators (2001), 30 of every 100 white kindergartners go on to graduate from college, while only 16 of every 100 black kindergartners later earn bachelor's degrees. For Latinos, the Lumina Foundation reports that as few as 10 of every 100 elementary students graduate from college (Padilla, 2007).

A major factor contributing to teacher attrition includes inadequate administrative support. Moreover, the increase in teacher shortages in high-poverty schools has been coupled with a severe shortage of high-quality principals and school administrators. This is compounded by the "revolving door principalship" (MacMillan, 2000) or "carousel of leadership succession" (Hargreaves, Moore, Fink, Brayman, & White, 2003) that has become increasingly prevalent throughout our nation's schools.

According to a report from the Association of California School Administrators in 2001, administrative shortages will only worsen over the next decade as attrition leaves thousands of posts vacant and hundreds of new schools are opened. In sum, ensuring a first-rate education to all students means a renewed collective commitment and effort to recruit and retain skilled, knowledgeable, and visionary

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teachers and school leaders who reflect the diversity of the students and communities they serve.

Activities & Member Roles

Our Peace Corps Fellows Program (PCFP) and Summer Principals Academy (SPA) Fellows at Teachers College, Columbia University (TC) serve as teachers in high-poverty, high-needs public schools throughout New York, New Jersey, Pennsylvania, Iowa, Georgia, Massachusetts, California, Connecticut, Illinois, Texas, Colorado, and Washington DC. Our members are committed to national service and community action and work tirelessly towards those ends, often accumulating more than 2,800 hours of direct service to students, families and community members--well beyond the minimum 1,700 service hours required by AmeriCorps. A more detailed description of member activities and roles will be discussed in "Member Outputs and Outcomes."

PCFP directly addresses the need for skilled and dedicated teachers in New York City's high-poverty, high-needs public schools. Each year we recruit and train a small cohort of approximately 20 outstanding Returned Peace Corps Volunteers (RPCVs) who make long-term commitments to teaching in some of NYC's most underserved public schools in critical subject shortage areas including: Bilingual Education (Spanish), English, Intellectual Disabilities/Autism, Math, Science, Social Studies, and Teaching English to Speakers of Other Languages. Since 1985, we have prepared more than 650 Peace Corps Fellows to teach in NYC. All Fellows earn their New York State teacher certification and Masters of Arts degrees in their respective subject areas within two years. One of the strengths of our program is the skill set that our Fellows bring with them from their experience abroad. All Fellows speak at least one language other than English and have experience working and living with youth and communities different from their own. This is critical in their work with diverse students from different cultural and linguistic backgrounds. Gloria Ladson-Billings underscores the increasing need "for teacher education to take more global dimensions...These experiences may help prospective teachers see the commonalities in human learning, coupled with the specifics of culture in various settings." ("It's Not the Culture of Poverty, It's the Poverty of Culture: The Problem with Teacher Education," 2006).

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In 2005, PCFP expanded its program to include SPA which prepares current teachers to become strong school principals in urban districts across the nation. These leaders in training are committed to possibilities for student learning, school improvement and social equity. SPA Fellows pursue coursework and skill development over two summers and undertake five site-based research projects and internships at their schools of employment during the intervening year. The program also integrates practice and skill development with theory and research using case studies and simulations. Drawing on a diverse group of talented educators whose obligations otherwise preclude them from attending courses during the traditional 15 week semester, or for whom distance is a barrier to attendance, the cohort program design allows Fellows to balance full-time employment with graduate study. After two consecutive summers, the program leads to an M.A. or Ed.M. degree and School Building Leader Certification in New York.

Member Enrollments

Our projected member enrollments for 2009 - 2012 are as follows:

2009-2010 - 93 Full Time Members (38 PCFP, 55 SPA)

2010-2011 - 100 Full Time Members (45 PCFP, 55 SPA)

2011-2012 - 135 Full Time Members (55 PCFP, 80 SPA)

In 2009, PCFP expects to enroll a cohort of 20 Fellows. Each cohort serves as AmeriCorps members for two years. We anticipate slight growth in 2010 and 2011 with an increase of five Peace Corps Fellows per year.

SPA projects an average cohort of 90 Fellows each year for the next three years, but a significant portion has already served as AmeriCorps members through programs such as Teach for America. As a result, we anticipate enrolling approximately 40 SPA AmeriCorps members from each cohort. They will serve as AmeriCorps members for one to two years in districts and schools across the nation, including but not limited to New York City, NY; Newark, North Plainfield, Hackensack, NJ; Chicago, IL; Boulder, CO; Oakland, CA; Fort Worth, Houston, TX; Bridgeport, Stamford, Norwalk, CT; and Washington DC. Some

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SPA Fellows are eligible for only one year of service with AmeriCorps due to their past service with other AmeriCorps programs during college or their teacher preparation programs. We seek cohorts that reflect the diversity of the schools they serve. Of our Fellows who serve as AmeriCorps members, roughly 40% are persons of color (41% in 2006-07; 47% in 2007-08; and 38% in 2008-09).

A.2 PCFP and SPA Member Development & Training

Both PCFP and SPA maintain a strong commitment to the development of our members. We provide comprehensive training and support through a variety of initiatives which will be described in the "Member Development, Training and Supervision" section. Through these endeavors we have a proven track record of developing and retaining high-quality teachers and school leaders in high-poverty, high-needs schools across the country.

AmeriCorps Compliance

In order to ensure all members comply with AmeriCorps rules on prohibited service activities, all Fellows attend a mandatory summer orientation to AmeriCorps prior to enrollment. During this orientation, our Assistant Director-AmeriCorps provides a detailed overview of AmeriCorps rules and regulations and criteria for enrolling as a member. We provide a handbook containing all the requirements and documentation needed including: contract and service agreement, service hours, supervisor verification forms and school verification forms. Information is also posted on the PCFP website and we are in frequent communication with our Fellows via email and monthly seminars. Additionally, prior to the beginning of the school year, their school supervisors agree to monitor the activities and progress of members during the year. Through two principal surveys due December and July of each year, we monitor compliance and development of our Fellows. Near the end of their service, all Fellows are notified of their responsibilities directly by the Assistant Director-AmeriCorps, and must attend a concluding session offered on multiple dates throughout the summer.

AmeriCorps Grant Support and Assistance

Past AmeriCorps grant assistance to PCFP and SPA has been invaluable to achieving our goals. Since

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2001, with the assistance of AmeriCorps, we have been able to continually improve and develop the quality and effectiveness of our training and support to our Fellows over the course of their two years with their respective programs. Furthermore, the cost of tuition to earn a Masters degree and certification at Teachers College is approximately \$40,000 and continues to rise by 5-10% each academic year.

For beginning teachers, this cost is extremely burdensome and overwhelming. With the assistance of the AmeriCorps Education Award to all qualifying Fellows and the additional private tuition support we provide, we can better attract high-quality candidates. Our goal is to sustain a minimum of 50% in tuition support, including the AmeriCorps Education Awards, to all Fellows. SPA's growth in cohort size as well as its diversity can be squarely attributed to the value-added by AmeriCorps assistance. On average, 58% of its cohort constitutes persons of color, particularly Black and Latino. Reflecting the diversity of the students and communities in which they serve is critical in building trust and civic capacity as a school leader. Of the SPA Fellows enrolled as AmeriCorps members in this current grant period, more than 60% are persons of color (63% in 2006-07; 60% in 2007-08; 87% in 2008-09). On average, SPA provides an additional \$6,000 in tuition support on top of the AmeriCorps Education Awards to those who qualify. Indeed, without assistance from AmeriCorps, many of our Fellows would not be able to enroll in our programs.

A.3. Measurable Outputs and Outcomes: Both PCFP and SPA will determine the impact and performance of our programs using the following three measures: 1. Ability to recruit high-quality candidates to join PCFP and SPA at Teachers College; 2. Ability to develop strong urban teachers and school leaders; 3. Ability to retain strong urban teachers and school leaders in high-poverty, high-needs schools

These measures will be tracked by: (1) Review of strength and quality of candidates' applications to both PCFP and SPA; (2) Mid-year and end-of-year assessments by our members' school principals and students; (3) Member self-assessments coupled with evaluative observations by program staff; (4) End

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of year online survey for both current and former PCFP and SPA members. A more detailed description will be provided during the post-review clarification period.

A.4. Plan for Self-Assessment and Improvement: PCFP and SPA are part of the professional education unit at Teachers College, which has been accredited by the National Council for Accreditation of Teacher Education (NCATE) since 2005. As an accredited institution we are required to do continuous assessment of student performance during coursework and field experience. PCFP Fellows are assessed through their academic programs, alongside students in the traditional education programs. SPA has designed its own assessment of student progress. In addition, SPA is also accredited by the Educational Leadership Constituent Council (ELCC).

PCFP continually modifies program practices to improve training, support and retention of strong teachers in NYC. We administer surveys on the growth and development of Fellows as beginning teachers to school principals, mentors and students. This information allows us to monitor and assess our strengths and areas for improvement. Additionally, we garner direct feedback from Fellows and alumni through evaluations of summer training activities, seminar focus groups and online surveys. All feedback is tracked in our database system and compiled into internal evaluation reports.

SPA maintains a rigorous and highly technical program evaluation mechanism. Unlike most graduate programs, we evaluate every single class with short on-line, computer-scored evaluations. Our leadership team has that feedback within 30 minutes of the end of class. This real-time feedback aids us in making immediate adjustments to lectures, activities, and team-building exercises. Just like PCFP, throughout the year we administer surveys to school principals, internship coaches and students on the growth and development of Fellows on their path towards school leadership. Additionally, we receive feedback from Fellows through the SPA Student Council, a representative group of each cohort that works closely with SPA staff to ensure the concerns of Fellows are addressed.

A.5. Community Involvement: Both PCFP and SPA emphasize community involvement. Please see Community Impact for a detailed description.

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A.6. Relationship to other National and Community Service Programs

One relationship we have with other Corporation-funded programs is our monthly dialogue and collaboration with other Teaching Fellows Consortium programs. The AmeriCorps Teaching Fellows Consortium, through the assistance of Charndrea Leonard at the Corporation, engages in a monthly phone conference to discuss critical needs in the recruitment, training, support and retention of high-quality, state-certified educators for schools. As a Consortium, we share our best practices as well as discuss challenges and strategies for growth and sustainability.

On another front, our relationship with Learn and Serve America (LSA) has grown steadily over the years via collaboration with the NYC branch of the Youth Service Opportunities Project (YSOP). Since 2007, we have hosted an annual half-day service-learning workshop with LSA here at TC, open to our Fellows and professionals from the educational community. Attendance at these workshops has grown each year, with over 30 attendees in the spring of 2008. Coordination has already begun to host the third annual service-learning workshop. Furthermore, through YSOP, our Fellows have won numerous grants to fund their service-learning projects. In 2006-07, three of our Fellows were grant recipients, while in 2007-08 five of the nine LSA grantees in New York City were current Fellows or alumni of our program. These five grantees also brought their students to the Student Service-learning Conference at the New York City Tolerance Center where 30 high school students in 2007 and 50 in 2008 presented their service-learning projects. Finally, our service-learning coordinator attended the National Service Learning Conference two years in a row, with our Assistant Director joining in the most recent year. The conferences have been an important opportunity to network with service-providers and to get up to speed with the latest and best in service-learning practices.

A.7. Potential for Replication: Since our inception in 1985, the PCFP model of recruiting Returned Peace Corps Volunteers to serve communities in need, has been replicated through Fellows/USA at over 40 universities across the nation. Ten of the universities are teacher education programs and can be found online at www.peacecorps.gov/fellows.

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As a pioneer in school leadership development and preparation, SPA routinely presents at conferences and trainings across the country. SPA staff have met with other schools of education such as Harvard University to share their model for possible replication and collaboration.

Organizational Capability

D.1. Organizational Structure: PCFP has been preparing Returned Peace Corps Volunteers for teaching positions in high-poverty, high-needs schools in New York City since 1985. As we approach the 25th anniversary of the Peace Corps Fellows Program, more than 650 Fellows have taught in New York City, and of those Fellows, more than 58% are still serving urban schools and communities throughout the country. We estimate that at least 130,000 youth in disadvantaged communities have been impacted by PCFP and its alumni. More than 15 program alumni have become school administrators and are actively engaged in improving New York City public schools on a larger scale.

SPA has been preparing teachers for school principal positions in high-poverty, high-needs schools across the nation since 2005. Since then, more than 200 Fellows have taught in urban schools, and of those Fellows, more than 95% are still serving as teachers, assistant principals or principals. We estimate that at least 50,000 youth in high-poverty communities have been touched by SPA Fellows. As the nation's largest and most comprehensive graduate and professional school of education, Teachers College prides itself on its capacity to integrate theory and practice, particularly in the fields of teacher education and school leadership development. We are consistently ranked among America's top educational institutions and have a long-standing commitment to educational equity. Both PCFP and SPA work closely with leading faculty, practitioners and researchers to operate and deliver comprehensive training and support programs to our Fellows who serve high-needs schools in urban settings.

We have successfully managed and operated the AmeriCorps Education Awards Program since 2001. Between 2001-02 and 2007-08, we have enrolled 589 AmeriCorps members and managed over half a million dollars in AmeriCorps operational funds. Teachers College's Office of Sponsored Programs, as

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well as the Office of Grants and Contracts, assist us to ensure that all grant funding is appropriately allocated. Our Assistant Director for AmeriCorps maintains member files for all PCFP and SPA Fellows. We have been successfully audited by both AmeriCorps and the New York State Education department (with regard to PCFP certification compliance).

Board of Directors, Administrators, and Staff: The Teachers College Board of Trustees consists of 34 members whose areas of expertise and experience range from higher education to community organization to corporate finance. The 23 members of the President's Advisory Council are among the leading voices in education reform. Dr. Susan Fuhrman is the President of Teachers College, Columbia University, and Chair of the Management Committee of the Consortium for Policy Research in Education and reports directly to the Board of Trustees.

PCFP: The staff includes three full-time positions: One Director and two Assistant Directors. The Director is responsible for managing all components of the program including budget management, funding and development, recruitment, member training and support, certification and evaluation. The Assistant Director for Teacher Support is responsible for all aspects of member training and support including the Summer Intensive Training, site placements and collaboration with NYC schools, monthly seminars, mentoring and alumni engagement. The Assistant Director for AmeriCorps is responsible for all aspects of AmeriCorps compliance and training of our members as well as service-learning and recruitment. We also maintain three part-time assistants who provide clerical and research support. Despite the recent departure of our Director, our program has successfully and smoothly continued its operations under the two Assistant Directors, Shelly Chin and Nicolas Stahelin. Shelly Chin started with the PCFP in August 2007 and worked for five years as an urban teacher in Los Angeles and has served in prior roles within the field of community relations and grants management. Nicolas Stahelin started as our Service-Learning Coordinator in 2006 and has worked in the field of experiential learning, international and cross-cultural exchange, community partnerships and program design for over five years. We anticipate a fully staffed program by Spring 2009. Furthermore, the PCFP works closely with

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both Associate Dean, Dr. Lin Goodwin and Associate Director, Aimee Katembo within the Office of Teacher Education, who provide program and fiscal oversight.

SPA: The staff is comprised of Dr. Craig Richards (Director), Jon Drescher (Associate Director), Recruitment Assistant (Patrice Webster), and an Administrative Assistant (Carol Pitter). The Director is responsible for managing all components of the program including member training, development and support, school partnerships, certification and evaluation. Craig Richards has served as Director since the inception of the program and has been a member of the Teachers College faculty within the Organization & Leadership Department for many years. The Associate Director is responsible for oversight of the SPA budget as well as recruitment and training of its members. Jon Drescher has served as Associate Director since 2007 and was a school principal for more than 20 years. The Recruitment Assistant works closely with the Associate Director to develop partnerships with urban districts and teacher programs to recruit talented candidates across the nation. The Administrative Assistant provides overall office and clerical support. Furthermore, SPA staff oversee a large number of faculty, lecturers and internship coaches who provide direct training and supervision to Fellows.

Plan for Self-Assessment: PCFP and SPA continuously seek ways to make our programs stronger through a variety of evaluation and self-assessment mechanisms detailed below.

PCFP has Fellows systematically evaluate the various phases of our program: recruitment and the application process; trainings, seminars, and site placements; and the mentoring and support process. Routine on-line surveys, written evaluation forms, focus-groups and group reflections constitute our primary methods for collecting evaluative data. PCFP staff meetings are held once a week, a portion of which are always dedicated to processing feedback and modifying organizational planning accordingly. Monthly staff meetings also take place within the Office of Teacher Education, within which PCFP operates, that enable us to continuously assess our operations within the larger institutional framework that informs our organizational needs and objectives. Finally, PCFP holds annual staff retreats to conduct comprehensive reflection and planning sessions based on cumulative program evaluation data

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and staff experience. Outside of the College, we report to the Director of the Fellows/USA Program of the US Peace Corps in Washington D.C., and the AmeriCorps Program Officer. Finally, we routinely correspond with the Director for the Office of Alternative Certification--NYC, and the New York State Department of Education to ensure continued Program Certification and effective mentoring and placement.

SPA has accomplished a very rigorous and highly technical degree of organizational self-assessment. Unlike most graduate programs, we evaluate every single class with short on-line, computer-scored evaluations. Our leadership team and the co-instructors have this feedback within 30 minutes of the end of class. This real-time feedback enables the prompt adjustment of curriculum content and delivery methods. End-of-week evaluations and an end-of-course summative evaluation are administered to provide a broader view of how things are going. Finally, we follow up with graduates after a year in the field in leadership positions to better understand what was most or least useful to them. In addition, we conduct a number of in-house action research projects, both with our doctoral dissertations and our own faculty evaluation efforts to better understand the strength and weaknesses of the program. These various data-gathering instruments help give us organizational direction for continuous program improvement.

Securing Effective Technical Assistance: As referenced in "Member Outputs and Outcomes," PCFP and SPA provide intensive trainings to support the service of our Fellows. To inform our training & support, PCFP also routinely corresponds with Teaching Fellows Consortium programs to share best practices around technical & training issues.

Generating Diverse Volunteers: Through their ongoing service-learning efforts with their students, our PCFP and SPA Fellows recruit well over a thousand volunteers each year. These youth volunteers are a diverse group: In PCFP, approximately 95% are minorities, 80% receive free or reduced lunch, and around 30% are recently arrived immigrants. In SPA the numbers are similar. As volunteers, these students address a wide range of social issues and actively participate in a variety of community building

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activities in ways that bring the curriculum to life and enrich their academic experience. See section "Community Impact" for a detailed description of volunteer activities.

Leadership in Schools and Communities: Over 15 PCFP alumni have become school leaders, and dozens of alum have served on local start up school advisory committees by virtue of their experience and expertise. A current Fellow, Seung Yu, was recently chosen as a MetLife Fellow in the Teachers Network Leadership Institute (TNLI), an honor shared by several hundred exemplary public school teachers across the nation. Moreover, as a result of our service-learning effort, our program is deeply involved in fostering youth leadership development in schools and communities throughout the city. For example, as a result of a major initiative by current Fellows and alumni at the Brooklyn International High School, over 70 high school seniors showcased their service-learning projects at Teachers College. The event exposed over 50 visitors--including TC students, faculty, and administrators--to the value of the service-learning method. Altogether we estimate there were 130 participants. These types of educational innovations involving youth as community leaders have been replicated at this level by almost a dozen Fellows in the past two years. Currently, there are a dozen new major service-learning projects underway.

The SPA Fellows have also served on numerous startup school advisory committees throughout the country. In fact, several have gone on to lead the development of new public schools. Furthermore, many of them have received grants and awards including Talima Andrews who received a New Teachers Academy Grant in Georgia and is also a leading member of the National Black Child Development Institute; Dawn Brooks-Decosta received the "Teacher of the Year Award" through her work at Thurgood Marshall Academy in Harlem and was featured in a CNN interview, "Through a Child's Eyes"; Rinah Fernandez was awarded a Certificate of Recognition by the New Jersey Dept. of Education for excellent service; Mitra Lucas was the recipient of a New Visions for New Schools Grant and was awarded the opportunity to travel throughout Spain for six weeks while she researched effective language acquisition strategies for Spanish speakers; and Denise Rodriguez was awarded a scholarship

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to participate in the Fullbright-Hays Group Project Abroad Program to study effective culturally relevant pedagogy for Mexican students.

Securing Matching Resources: PCFP receives operating and scholarship support from the long-term endowments of both Elliot Jaffe and Albert Delacorte, totaling nearly \$1.5 million. This year, Elliot Jaffe has also pledged additional funds totaling \$175,000 towards full scholarship support (beyond the AmeriCorps Education Awards) to 10 Math and Science Fellows. Additionally, we received a \$50,000 donation from Amity Buxton for both training and tuition support to our Fellows. While these donations are considerable, our challenge is to sustain, if not increase, the tuition support we provide each Fellow as tuition costs continue to rise and other graduate programs provide greater financial incentives to high-quality candidates. With this in mind, we are actively working with our Office of Development and External Affairs to seek potential grant opportunities and other private donors committed to supporting educators in high-poverty urban schools.

D.3. Securing Community Support: Collaborations & Community Stakeholders

With all of our members serving at school sites across NYC and urban districts throughout the country, we have established relationships with over 300 schools and education-related organizations. We especially work closely with schools that have demonstrated a strong school culture that supports both teachers and students, by providing Teachers College resources and soliciting feedback from them about program improvement and development. Furthermore, SPA partners with other organizations such as the Lincoln Center Institute (LCI), the educational cornerstone of Lincoln Center for the Performing Arts, and a global leader in education and the arts. LCI is known for its inventive repertory and brings the arts into classrooms across New York City and the nation. SPA and LCI work together to provide professional development and training on appreciative inquiry and leadership over the course of Fellows' training.

Local Financial and In-Kind Contributions: PCFP is supported by several benefactors as reported previously that allows us to build and grow our program in recruiting, training and supporting

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beginning teachers. We work closely with the Office of Development and External Affairs at Teachers College to successfully secure private and foundation funding for equity-minded programs like PCFP and SPA.

Cost Effectiveness and Budget Adequacy

Cost Effectiveness: Both PCFP and SPA have operated effectively and efficiently with the financial resources earmarked by Teachers College for each program. Teachers College strongly supports our programs given its long-term commitment to ensuring all students receive a quality education, particularly those in disadvantaged communities. Overall operating costs for PCFP both in our current grant period (2006-09) are more than matched by Teachers College funding as indicated in the cost share:

2008-09 AmeriCorps (\$127,500, 33%); Teachers College/PCFP (\$253,572, 67%)

2007-08 AmeriCorps (\$135,000, 38%); Teachers College/PCFP (\$222,018, 62%)

2006-07 AmeriCorps (\$150,000, 41%); Teachers College/PCFP (\$211,738, 59%)

While our regulatory match requirement for 2008-09 is 24%, we far exceed that with a 67% match.

Furthermore, SPA receives no budget allocation through our PCFP AmeriCorps host program.

Therefore, only PCFP costs are reflected in the budget. Also, considerable tuition support for our members is not included in our operating budget.

From our current grant period (2006-09), all PCFP and SPA Fellows serve as full-time members and complete well beyond their 1,700 mandated service hours per year. More than 90% of our Fellows continue to serve in high-poverty, high-needs schools and communities after their AmeriCorps membership. For each grant year, the cost per MSY was \$1,500 and we expect to maintain that level for this upcoming grant period.

We have received funding support directly from Teachers College, private donors, foundations, and alumni of the program. We work closely with the Office of Development and External Affairs which has helped secure over one million dollars in program and tuition support to date, and we are confident in

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securing additional commitments in the next several years.

Budget Adequacy: All funds have been appropriated towards our goals of recruiting high-quality candidates to join both PCFP and SPA at Teachers College, developing strong urban teachers and school leaders, and retaining strong urban teachers and school leaders in high-poverty, high-needs schools. Therefore, we have allocated a small portion of funds to better recruit and attract high-quality candidates from the Peace Corps by improving our website and collaborating with universities and regional Peace Corps recruitment offices. Most importantly, we target a significant portion of our resources towards member training and support as these are critical areas in the development and retention of strong urban teachers and leaders. By increasing resources in these areas through a resource library and redesigned Summer Intensive Training experience, we plan to mitigate some of the pitfalls of beginning teachers that lead to "burnout" and potential teacher turnover.

Evaluation Summary or Plan

We designed three performance measures in the 2006 grant application addressing three main phases of both PCFP and SPA:

1. Our ability to recruit and enroll well-qualified Fellows into high-need positions in public schools: Exceptional Returned Peace Corps Volunteers and School Leaders will be recruited, selected, and trained to serve as teachers and administrators in under-resourced urban public schools with shortages of qualified teachers and administrators.
2. Our ability to train our Fellows for the challenges they face in high-need schools and communities: Fellows will feel more confident and prepared to serve in their challenging, under-resourced, high-poverty schools.
3. Our ability to retain teachers in the field: Critical teaching and administrative shortage vacancies will be filled by our highly qualified members.

The full evaluation summary and plan will be sent electronically as a Microsoft Word document to

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Charndrea Leonard.

Amendment Justification

NA

Clarification Summary

Response to the grant negotiation letter dated Monday, April 26, 2010, RE: Clarification on the Application for Continuation of AmeriCorps National Direct Grant, Peace Corps Fellows Program, 2010-2011.

BUDGET ITEMS

1. Section I. Personnel Costs: We have two part time employees funded by federal work-study funds. These funds are not allocated until October of each academic year. In 2010-2011 we had \$12,000 allocated for these two positions for 2010-2011. This amount is not reflected in the budget because we have not yet received clarification from our budget office on whether we have permission to utilize this as match.

2. Section I. Program Operating Costs -- C. Travel -- Staff Travel:

NSLC -- Conference Registration: \$595; Airfare: \$349; Transportation: \$70; Lodging 3 nights=\$555;
Food \$45 per day x 3.5 days=\$158 - TOTAL = \$1728

AmeriCorps Grantee Conference -- Train Fare: \$135; Transportation: \$40; Lodging 3 nights=\$645;
Food \$45 per day x 3 days=\$135 -- TOTAL = \$955

New Teacher Center Annual Conference -- Conference Registration: \$360; Airfare: \$295;

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Transportation: \$70; Hotel 3 nights: \$625; Food \$45 x 3.5 days - \$158; TOTAL - \$1508

Please note the total for this line has changed: TOTAL STAFF TRAVEL = \$4191. Also, we have removed the amount previously allocated to "Travel to CNCS-sponsored Meetings", under OTHER PROGRAM OPERATING COSTS.

3. Section I. Program Operating Costs -- G. Training -- Member Training: Monthly Seminars: 10 sessions @ \$800 per session. The rate for instructors here is \$200. We generally have 2 instructors (\$400). The remaining \$400 goes towards food. This food is necessary because seminars run from 6:00-8:00pm on a Friday night.

4. Section I. Program Operating Costs -- G. Training -- Member Training: Service-Learning Training: KIDS Consortium Prof. Fee for Workshop @ \$583 daily rate x 2 trainers x 3 days = \$3498.

5. Section I. Other Program Operating Costs -- Weekly and Monthly Staff Meeting Luncheons: 12 x \$145.83. We have eliminated this item from the budget.

6. A copy of the federally-approved indirect cost rate agreement will be provided by 5/5/10 to our Program Officer Lora Pollari-Welbes.

AS A RESULT OF THE MINOR BUDGET CHANGES OUTLINED ABOVE, THE NEW GRANT REQUEST IS \$169,276 (slightly lower).

OTHER PROGRAMMATIC ITEMS

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7. Please provide program information that describes two years of AmeriCorps member service activities for participants in the Summer Principals Academy.

a. In their first year, SPA members complete a summer training / academic program requirement, after which they serve for one year in high-poverty schools as teachers / administrators-in-training. Their service during this year includes a 450-hour internship.

b. To gain AmeriCorps membership for their second year, returning SPA members will be required to provide additional information when they apply:

i. A description of how their job description has changed as a result of SPA, especially with regard to new leadership roles, responsibilities, or positions.

ii. A project proposal approved by their supervisor that will be implemented during their second term of service at their school.

c. Based on this information, the Peace Corps Fellows Program and the Summer Principals Academy will jointly create the criteria for approval of 2nd-yr AmeriCorps membership for returning SPA members.

d. In addition, the Summer Principals Academy will be creating measures to capture the impact of their second year AC members. 2010-2011 will serve as a pilot year for designing / implementing these measures, which we will formally subsume into our next grant application process.

e. To further ensure that SPA AmeriCorps members in their 2nd year of service are compliant with AmeriCorps Statute SEC.177.(42 U.S.C. 12637) nonduplication and nondisplacement of member service, members will go through a rigorous application process which includes (prior to joining and enrolling) the member providing detailed information regarding new leadership roles and/or new position title with job description that adequately meets program outcomes and hours of service such as the title of Assistant Principal or School Leader. The role, as authorized by their site supervisor, must be a well-

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defined position that meets specific need(s) of the school community, ultimately improving student's overall learning and academic outcomes and performance, that would otherwise not be met without this AmeriCorps applicant's service responsibilities and was not met in the member's prior year of service. This can be but is not limited to such activities or responsibilities including: school-wide service-learning projects, school-wide or grade-level/content area curriculum development and advancements (such as project-based learning themes, integration of new media projects and technology into the curriculum), school-wide or grade-level/department afterschool programs, integration of arts, other content areas, or nutrition into the classrooms, new professional development and teacher development training and mentoring, building school/community partnerships with outside organizations, or developing and implementing new programs or initiatives in incorporating families and parents into the school community or building stronger family participation in school and education. Final approval or denial of member's role/service will be determined by both PCFP and SPA. Once a member is approved, thorough tracking and monitoring of hours served towards any approved (by both PCFP and SPA) measures/member activities will be conducted via member activity tracking forms verified by member's site supervisor and confirmed by PCFP and SPA. As tracking of both qualitative and quantitative progress and results will be mandated by PCFP and SPA, we can ensure members provide quality outcomes that meet both AmeriCorps and programs' goals and priorities.

To reiterate, any approved member's roles and responsibilities were not activities conducted or performed in their first year of service and therefore are compliant with AmeriCorps Statute SEC.177.(42 U.S.C. 12637). Members will provide activities towards an unmet academic need at the school site to improve student and school success.

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--> CLARIFICATION 2011-2012: Application for Continuation of AmeriCorps National Direct Grant, Peace Corps Fellows Program, 2011-2012.

A) CRIMINAL HISTORY CHECKS: We continue to adhere to the procedures and stipulations of our approved Alternative Search Protocol, which ensures that the necessary criminal history checks required by law are conducted on all our members and staff. We continue to utilize this alternative protocol and it has been updated to reflect the new requirements.

B) CERTIFICATIONS AND ASSURANCES REGARDING DISPLACEMENT: Our AmeriCorps members, as members of a Professional Corps program, serve in schools as full time employees of public school districts. Hence, we can assure that our program does not place members into any positions, rather they are hired by school principals and hiring committees according to the rules and regulations of the public education districts and state and federal labor laws regulating hiring and human resource management practices in public institutions. Once hired, our members become full members of their professional union, the United Federation of Teachers, through which they retain the full rights provided by relevant collective bargaining agreements. This means that our program has no authority or influence over placement decisions and cannot dictate or monitor whether our members are replacing a former paid employee in any given position.

SELECTING AMERICORPS MEMBERS FROM EXISTING STAFF: In the event that we select AmeriCorps members from existing staff in a school, we ensure that their positions will be different from the positions they held before being a member. We verify their member role as distinct from their previous role using a procedure that involves: a) The use of a definition of eligible service activities time as part of the recruiting and admissions process; b) The approval of a detailed job description and a time-tracking worksheet that adheres to our existing alternative time-keeping protocol (where applicants state the number of hours allocated weekly to approved service activities), as part of the

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admissions criteria; and c); As part of our admissions process, a supervisor verification form that certifies the new job description for the existing staff member who is applying for AmeriCorps membership on the basis of entering a new leadership role. Our program staff scrutinizes this information to determine eligibility prior to enrollment. Furthermore, we train our staff on these procedures and our manual contains instructions on executing these Recruiting, Admissions, Member Management, and Monitoring procedures that pertain specifically to existing staff members in schools.

C) NEW STAFF MEMBER: Shelly Chin, previously the Associate Director of our program, left her position at the end of August. We hired Kim Swanson (effective September 1, 2010), an alumni of the program with over four years of teaching experience in high-poverty public schools, to replace her. She was hired as Assistant Director, while retaining Shelly's role that focuses on teacher training and support. Nicolas Stahelin became the new Associate Director, while retaining his existing roles and responsibilities. In this shift, the program has retained the Associate Director as the full-time staff position paid for by Teachers College's match for the AmeriCorps grant (Nicolas). This means that the Assistant Director (Kim) continues to be paid for by the Federal share.

Continuation Changes

CONTINUATION CHANGES for 2011:

ENROLLMENT: During 2009-2010 we enrolled 75 of our 93 slots, just over 80% enrollment rate. However, as detailed in our latest GPR, a significant portion of this shortfall was due to our decision to stop filling slots at the end of grant years with a first batch of enrollments from the new cohort, which caused us to absorb an enrollment deficit we had carried over from previous years. The actual number of members we enrolled in the summer of 2009 (across two grant years) was 89, which would have represented a 96% enrollment rate for our 93 slots. Nevertheless, moving forward we are significantly revising our enrollment targets in order to account for circumstances that will continue to depress our

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enrollment numbers in the near future. There are external and internal factors to consider in this decision. First, the ongoing fiscal crisis in the NYC school district will continue to have a tightening effect on the job market for our teachers. Second, there continue to be new Peace Corps Fellows programs around the country with whom we are competing, without there being any significant increases in annual number of Returned Peace Corps Volunteers, which constitutes exclusively our pool of applicants (this scenario may change somewhat as the Peace Corps considers implementing an expansion of its volunteer base). Third, shifting our enrollment model from a two-summer to a single-summer enrollment period for any given grant will take away the flexibility we previously had of filling open slots at the end of a grant year to maximize our enrollment rates. Finally, we have changed our recruitment policies for the Summer Principals Academy, with more specific requirements now as to who is eligible for AmeriCorps membership. We therefore expect to enroll fewer numbers of SPA Fellows. In sum, we are now requesting 65 slots. Although we cannot currently project beyond the 2011-2012 year, this reduction will allow us to recalibrate our enrollment targets for our upcoming Grant Re-compete.

BUDGET:

Our budget has changed significantly to reflect the reduced number of MSYs. We are requesting \$126,128 compared to last year's \$169,276. This is a 25.5% reduction, which enables us to reduce our cost per MSY slightly from \$1991 to \$1940 despite the lower number of slots. Furthermore, as a result of these cost reductions, our Grantee share has increased slightly from %67 to %68. We are proposing these cost reductions during a transition year in which we will be observing what happens with key external variables in the economy and in the Federal and local educational policy landscape. In addition, internally we continue to examine different options for staffing arrangements in our Office of Teacher Education at Teachers College. Thus, on the Grantee side of expenses we have eliminated the Director of Teacher Education line. We also reduced the minimum level of tuition support provided to Peace Corps

Narratives

Fellows. On the Corporation side, the principle items that were cut as part of these cost reductions are: Program Asst for Service-Learning reduced to \$10,500 (and Associate Director now 100% matching funds); Eliminated National Service-Learning Conference from Travel expenses; Lower mentoring and seminar costs (reflecting fewer mentors, fewer members, and a restructured seminars program); Fewer planned database maintenance costs; the elimination of the Video & Website Project (placed on hiatus); the elimination of Fellows Resource Grants; and a reduction in service-learning mini-grant support costs.

RETENTION

Only three of our members did not complete their term of service. One SPA member terminated her employment due to medical conditions, but she did not follow due process to be given a prorated award. Two Peace Corps Fellows also terminated their employment halfway through the year as a result of personal and professional challenges they could not overcome. We will continue to monitor the progress of our members very closely, but we can never guarantee 100% retention due to both personal and professional circumstances affecting members and their employment options that are much beyond our control.

CONSULTATION WITH STATE COMMISSIONS:

We have initiated the consultation process with the commissions in every state in which we currently have members serving, and have been addressing responses as they come in. We are also striving to provide state commissions with lists that include number of members and contact information for our operating sites in any given state. However, it is impossible for us to consult with State Commissions on future site placements because our program model does not work this way. As a Professional Corps program in which our members obtain jobs based on personal choice and job-market considerations, we do not place our members and thus cannot predict where and in which states our member will be

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serving. Due to the decentralized and dispersed nature of our program model, it is also unrealistic to participate in State Commissions' annual needs assessment and training plan development activities, or to take part in the development of their state service plan. The only state where this would make more sense is in New York, where we have a more sizable portion of members serving. We have begun to establish a relationship with the New York State Commission, but more work remains to be done. As we prepare to Recompete in 2012, our goal is to establish a more solid line of communication with this State Commission and to participate as much as possible and to the extent requested the Commission.

PERFORMANCE MEASURES: Since we are in continuation phase, we have opted out of the national performance measures. Currently we are undertaking an internal pilot study to ascertain the implications of the national education performance measures on our program and to gather more solid data to help us determine whether we will be opting in or out of them for the Recompete in 2012. In the meantime, we have made minor modifications to our existing performance measures. First, we have reduced our recruitment targets for 2012 to 65 members, for reasons described above in this Continuation Changes narrative. Second, we have eliminated the use of student surveys as a data-gathering tool. As explained in our latest GPR, this data-gathering process was proving to be too great an administrative burden on both our staff and our members. Our current pilot study is also helping us determine whether we will reinstitute student surveys (perhaps in a modified form) or stop using them altogether.

Performance Measures

SAA Characteristics

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

Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas 32

Service Categories

Other Education Primary Secondary

Recruiting, developing and retaining high-quality leaders and administrators in high-needs schools

Service Category: Other Education

Measure Category: Strengthening Communities

Strategy to Achieve Results

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

As mentioned in our narrative, SPA focuses on the following program activities:

- Enhancing and expanding recruitment efforts
- Conducting a selective and competitive application and evaluation process to capture high-quality candidates
- Offering comprehensive and sustained training and program evaluation with dynamic instructors who are experts in the field of effective curriculum, pedagogy, organizational management and leadership
- Building a community of reflective practitioners to bridge theory with practice
- Building partnerships with districts and schools
- Strong supervision of members and school sites through principals, faculty, program staff and mentors

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

- Providing professional development and support to develop high-quality service-learning and/or action-research projects

Results

Result: Intermediate Outcome

As a result of our Training, members will be more confident and prepared to serve in high-poverty and high-needs schools and will be positively rated by their administrators or supervisors.

Indicator: Members confidence and sense of preparation; administrators/supervisors' ratings of

Target: 28 SPA members will feel more confident and will be rated as "better" or "much better" than others by principal/supervisor

Target Value: 28

Instruments: - online survey for members - September
- mid year survey for principals/supervisors - December
- end year survey for principals/supervisors - June

PM Statement: 28 members will feel more confident and prepared, and will be rated as "better" or "much better" than others by principal/supervisor.

Prev. Yrs. Data

Result: Intermediate Outcome

member performance

Result: Output

High-quality candidates will be recruited to serve as leaders and administrators in high-poverty, high-needs public schools.

Indicator: members recruited

Target: # of SPA AmeriCorps members recruited for 2011-2012

Target Value: 33

Instruments: Enrollment forms including principal supervisor commitment form
School District verification forms

PM Statement: We will recruit 33 high-quality members to to serve as school leaders in high-poverty in 2011-2012.

Prev. Yrs. Data

Result: End Outcome

Strong administrators will be retained in high-poverty, high-needs schools.

Indicator: Retention statistics

Target: Number of administrators serving in high-poverty, high-needs schools the year following their
AmeriCorps service

Target Value: 30

Instruments: - Follow up survey administered to program alumni

PM Statement: 30 of our SPA AmeriCorps members will remain in service the year after term of service

Prev. Yrs. Data

National Performance Measures

Priority Area: Education

Performance Measure Title: Recruiting and retaining high-quality teachers who make a positive impact in public schools

Service Category: Other Education

Strategy to Achieve Results

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

As mentioned in our narrative, the Peace Corps Fellows Program focuses on the following program activities:

- Enhancing and expanding teacher recruitment efforts
- Conducting a selective and competitive application and evaluation process to capture high-quality candidates for the teaching profession
- Offering comprehensive and sustained training and program evaluation with dynamic instructors who are experts in the field of effective curriculum, classroom management, instructional assessment, and pedagogy
- Building a community of reflective practitioners to bridge theory with practice
- Building partnerships with districts and schools
- Strong supervision of members and school sites through principals, faculty, program staff and mentors
- Providing professional development and support to develop high-quality service-learning and/or action-research projects

Result: Output

Result.

Students will start in our AmeriCorps education program

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

Target : Number of students who start out in our Education Program

Target Value: 1650

Instruments: Class rosters and program administrative records

PM Statement: 1650 students will start our AmeriCorps education program in 2011

Result: Intermediate Outcome

Result.

Teachers who were AmeriCorps members remain in the education field, but not teaching in a school (school support staff, school administration, district administration policy, education non-profits, etc.) after their term of service.

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

Target : Number of teachers who were AmeriCorps members that remain in the education field, but not teaching in a school, in the year after their term of service.

Target Value: 2

Instruments: Follow up survey of AmeriCorps members and program administrative records

PM Statement: 2 AmeriCorps members will remain in the education field, but not teaching in a school, in the year

National Performance Measures

Result.

after their term of service.

Result: Intermediate Outcome

Result.

Teachers have a positive impact on student learning as determined by observation-based assessments of teacher performance conducted by site supervisors (principals, assistant principals, and official mentors)

Indicator: ED18: Teachers w/ positive impact on student learning.

Target : Number of teachers that have a positive impact on student learning as determined by observation-based assessments of teacher performance conducted by site supervisors

Target Value: 28

Instruments: Mid-Year and End-of-Year site supervisor evaluation forms

PM Statement: 28 teachers will be evaluated by site supervisors as have a positive impact on student learning as determined by observation-based assessments of teacher performance conducted by site supervisors.

Result: Intermediate Outcome

Result.

AmeriCorps members receive certification to teach in schools after their term of service

Indicator: ED19: Individuals receiving teaching certification.

Target : Number of AmeriCorps members that receive certification to teach in schools after their term of service

Target Value: 30

Instruments: Follow up survey of AmeriCorps members and program administrative records

PM Statement: 30 AmeriCorps members will receive certification to teach in schools after their term of service

Result: Output

Result.

AmeriCorps members complete serving as teachers through the Peace Corps Fellows Program

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

Target : Number of members who complete serving as teachers through the Peace Corps Fellows Program

Target Value: 31

Instruments: End-of-Year supervisor verification forms

PM Statement: 31 AmeriCorps members will complete their term of service as teachers through the Peace Corps Fellows Program

Result: Output

Result.

AmeriCorps members begin serving as teachers through a Teacher Corps program

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

National Performance Measures

Result.

Target : Number of AmeriCorps members who begin serving as teachers through a Teacher Corps program

Target Value: 32

Instruments: Start of year supervisor verification form

PM Statement: 32 AmeriCorps members will begin serving as teachers through the Peace Corps Fellows Program

Result: Output

Result.

AmeriCorps members teach in high-needs schools where 50% or more of the student population qualifies for free or reduced-price lunch

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

Target : Number of AmeriCorps members who teach in high-needs schools

Target Value: 32

Instruments: School Quality Reports and documentation provided by school principal or assistant principal

PM Statement: 32 AmeriCorps members will teach in high-needs schools

Result: Output

Result.

Students complete participation in our education program

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

Target : Number of students who complete participation by the end of the service year

Target Value: 1000

Instruments: Class rosters and attendance records

PM Statement: 1000 students will complete participation in our education program

Result: Intermediate Outcome

Result.

AmeriCorps members teach in high-needs schools in the year after their term of service

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

Target : Number of AmeriCorps members teaching in high-needs schools in the year after their term of service

Target Value: 27

Instruments: Follow up survey of AmeriCorps members and program administrative records

PM Statement: 27 AmeriCorps members will still be teaching in high-needs schools in the year after their term of service

Subapplicants

<u>ID</u>	<u>Organization</u>	<u>Amount Requested</u>	<u>Amount Approved</u>	<u># FTEs Requested</u>	<u># FTEs Approved</u>	<u>Status</u>
Totals:		\$0	\$0	0.00	0.00	

Required Documents

Document Name

Status

Evaluation

Already on File at CNCS

Federally Approved Indirect Cost Agreement

Already on File at CNCS

Labor Union Concurrence

Not Applicable