

Narratives

Executive Summary

Teach For America-Greater Philadelphia (TFA-Philadelphia) provides a critical source of well-trained teachers who have been helping to break the cycle of educational inequity over the last 10 years in the Philadelphia region. Corps members teach for two years in low-income schools in the Philadelphia region, going above and beyond traditional expectations to help their students achieve at high levels. By the end of the 2013-2014 school year 220 AmeriCorps members will have significantly improved the educational outcomes for nearly 15,400 students. The CNCS investment of \$535,040 will be matched with \$139,110.

Rationale and Approach

A. NEED: The gap in educational outcomes that persists along socioeconomic and racial lines is one of our nation's greatest challenges. Philadelphia's low-income students are not only behind their peers in more affluent local communities; they are further behind low-income children growing up in other American cities. Currently, only half of all Philadelphia low-income 11th graders are proficient readers (PA Dept. of Education Website, The 2011 PSSA Mathematics and Reading District Level Proficiency Results). Studies show that only 28% of African-American males graduate from Philadelphia public schools, compared with 50% nationally Philadelphia students' performance in math and science is similarly dismal. By the end of eighth grade, 63% of Philadelphia's low-income science students perform at the "below basic" level, compared to 29% of their peers in higher-income communities (Yes We Can: The Schott 50 State Report on Public Education and Black Males," by the Schott Foundation for Education).

We chose to serve this population because of the short and long-term repercussions of perpetuating an achievement gap between low-income students and their peers in wealthier communities. Students in Philadelphia are ill-prepared to meet the demands of a 21st Century work force. According to a recent study by Harvard University and Columbia University, if we were to replace a poorly-performing teacher with one of average quality, the lifetime earnings of the students in that classroom could increase by more than \$250,000 (Chetty, Raj, John N. Friedman, and Jonah E. Rockoff. The Long-Term Impact of Teachers: Teacher Value-Added and Student Outcomes in Adulthood. National Bureau of Economic Research, Nov. 2011.). When projected over a career, leaving a poor teacher in a school for 10 years rather than replacing him with an average teacher hypothetically leads to \$2.5 million in lost income. The achievement gap ultimately results in a \$400 billion to \$670 billion loss to the national GDP each year, the equivalent of "a permanent recession" " (McKinsey & Company

Narratives

Report "Detailed findings on the economic impact of the achievement gap in America's schools:" April 2009)

But, we know that this does not have to be the case in Philadelphia. While the problem of educational inequity is daunting, we see evidence every day in classrooms across Philadelphia that when students in low-income communities are given the educational opportunities they deserve, they excel. B. AC AS HIGHLY EFFECTIVE: TFA-Philadelphia corps members will work to increase student achievement as the full-time teachers of record in low income elementary and secondary schools throughout Philadelphia. They will aim to increase achievement by (a) cultivating rigorous, engaging and safe classrooms and (b) arranging for transformative learning experiences through extra-curricular activities, field trips, and other activities that prepare students for college.

To this end, a corps member's typical day includes teaching a full class schedule, lesson planning, participating in professional development, and often leading extracurricular activities. Through these daily actions, corps members produce dramatic results in their classroom.

AmeriCorps membership is a critical component of TFA 's recruitment and expansion efforts, particularly in increasing the diversity of our corps. We have seen that when teachers share the same background as their students, they have the potential to have an additional impact because they are uniquely positioned to serve as models of the potential for success. As a result, we place a particular focus on attracting and fostering the leadership of the individuals who share the racial and/or socioeconomic backgrounds of the students we teach -- 90% of whom are African-American or Latino children living in low-income communities.

The number one barrier to applicants from low-income communities joining TFA is the financial burden, specifically mandatory certification costs, and managing student loan payments on a beginning teacher's salary. The AmeriCorps education award and loan forbearance benefits alleviate these concerns and have thus enabled thousands of outstanding corps members to serve who might not have been able to do so without AmeriCorps. These corps members have positively impacted the lives of hundreds of thousands of students in low-income communities.

To continue our efforts, TFA-Philadelphia is requesting 220 full-time education award slots. Full-time enrollment in AmeriCorps accurately reflects our members' service as full-time teachers. C. EVIDENCED BASED: Through 20 years of research and experience, we have gathered tangible evidence that AmeriCorps members working as TFA teachers can compensate for the additional challenges that inhibit learning in low-income classrooms and increase student achievement.

We believe that three factors come together in a cycle that perpetuates the problem of

Narratives

underachievement in high-poverty communities. These factors consist of (a) the variety of students' personal and economic challenges driven by poverty; (b) the dire lack of resources in high-poverty schools and (c) the prevailing ideology in our communities that low-income children cannot succeed at the rate of their wealthier counterparts.

Internal and external research of TFA-Philadelphia, and of Teach for America more broadly, conclusively show that, through the recruitment and training provided by TFA in partnership with AmeriCorps, our corps members' impact is equal to or greater than that of other new teachers. Moreover, the most rigorous studies have shown that corps members' impact exceeds that of experienced and certified teachers in the same schools.

For example:

* 2011 * Teacher Characteristics and Student Achievement: Evidence from Teach For America: Will Dobbie This preliminary study examined Teach For America's selection process from 2003 to 2009, and is among the first pieces of research to detect a relationship between observational teacher characteristics and student success. Dobbie found that, overall, the Teach For America selection model helps to successfully identify teachers who will have a positive impact on student achievement. It was found that the Teach For America selection model helps to predict who will immediately become a successful teacher.

* 2004 The Effects of Teach For America on Students: Findings From a National Evaluation: Paul T. Decker, Daniel P. Mayer, and Steven Glazerman; Mathematica Policy Research, Inc. Using random assignment of students to teachers--research methodology widely regarded as the gold standard--this study found that students of Teach For America corps members attained at least as much progress in reading as would be expected, and attained significantly greater gains in math compared with students of other teachers, including veteran and certified teachers. The study also found that corps members were working in the highest-need classrooms in the country, where students begin the year on average at the 14th percentile against the national norm.

Our anecdotal evidence of individual corps accomplishments continues to confirm our results:

*2011 corps member Evangeline Berube, (10th grade English teacher) led 80% of her high school students to improve their writing by one grade level or more.

*2010 corps member Bela Patel (a 7th grade High School Science teacher) started her school's first robotics club. Students were expected to master high level science and technology lessons in order to build their own robot, which would complete different missions in competitions with other robotics teams.

Narratives

By the end of the three year cycle, TFA-Philadelphia aims to increase the effectiveness and impact of our corps members on student achievement and aims to foster a transformative corps member experience resulting in vision driven leadership in the classroom and dramatic academic outcomes for student. For these reasons, we are opting into the following performance measures: ED2, ED5, ED12-15, ED17. The targets for these measures were determined by reviewing past data and in alignment with TFA-Philadelphia's regional student achievement goals.

TFA measures performance based on the impact our corps members have on student achievement. This includes measuring the growth students make throughout the year and/or students' ability to demonstrate mastery of content at the end of the year. Our corps members are expected to progress their students at least a year or more of academic growth per school year. For the 2013-2014 school year, we anticipate that 70% of students will make gains of a year or more of academic growth.

Each corps member administers a diagnostic test in the beginning of the year to each student, and is then required to monitor student growth through ongoing and end-of-year assessments.

To ensure that our corps members lead their students to significant academic growth, we rely on high quality student achievement data from rigorous tests to drive program improvements and provide tailored support to corps members. In order to address the complications of cross-contextual comparisons and the need for well-calibrated student achievement data, we have designed a new Student Achievement Measurement System (SAMS), which focuses on a continuous measure, whereby corps members are evaluated based on the percentage of goal attained. SAMS will be used to set classroom goals, guide decision-making, assess student progress, and fuel continuous improvement. CURRENT GRANTEE: In the past year, our corps members were able to impact over 19,000 Philadelphia students in 90 high-needs schools, and delivered impressive academic results. During the 2011-2012 school year, our corps members led their students to master 84% of academic achievement benchmarks or reach 1.7 years of academic growth, which compares to the average growth of .3-.5 years of academic growth in low-income schools. We have also been successful in keeping our corps members in the field of education as alumni. In our most recent class of alumni, 55% have continued teaching for a third year.

Our most difficult challenge has been the placement landscape in Philadelphia due to the financial crisis in the school district, which has led to a scarcity of placement opportunities and a scaling back of our corps size. While our results have been on target, our numbers have been lower than anticipated due to our reduced corps size. Our plan for improvement is to continue to build strong relationships with the Philadelphia School District, and in particular, the new superintendent, Dr. Hite. Teach For

Narratives

America has been in conversations with Dr. Hite and plans are in place to increase our presence in the school district in the coming years.

D. MEMBER RECRUITMENT: TFA employs a rigorous recruitment campaign to develop a robust pool of candidates of top performing students that are in the top third academic cohort and high achieving professional, and are rigorously screened for other qualities believed to be predictors of successful teachers -- perseverance, ability to motivate others, passion for children, and organization and communication skills.

TFA recruits at more than 350 colleges and universities, with aggressive campaigns focused on over 200 campuses. Through this intensive targeted recruitment effort and mass marketing, more than 48,000 people applied to join the 2012 corps.

Understanding the value and importance of local context, TFA - Philadelphia makes a great effort to recruit from the state's colleges and universities. Last year, over one-third of our TFA-Philadelphia corps hailed from Pennsylvania colleges and universities, including University of Pennsylvania, The Pennsylvania State University, Temple University, Haverford College, Ursinus College, and Franklin & Marshall.

We place a particular focus on attracting and fostering the leadership of the individuals who share the racial and/or socioeconomic backgrounds of the students we teach. We particularly focus on increasing the representation of African-American and Latino teachers, as well as corps members from lower socio-economic backgrounds, given that 90% of our students share such backgrounds.

To increase the number of corps members who such cultural and economic backgrounds, the recruitment team focuses on recruiting underclassmen who share these experiences; providing professional development and leadership resources to them at the start of their college career. The recruitment team also provides opportunities to visit corps member classrooms prior to applying the corps. In addition, we have expanded and deepened our recruitment presence at over 25 Historically Black Colleges and Universities (HBCUs). Applicants this past year included 10% of seniors at Morehouse College and 8% of the seniors at Howard University. At the Ivy League schools, one in seven African-American seniors and one in seven Latino seniors applied. Last year, 38% of our 2012 corps are people of color and 35% received Pell Grants.

In pursuit of our diversity vision and goals, we are implementing several important initiatives to ensure members from underrepresented populations have a positive experience. We offer and encourage staff, corps members and alumni to form resource groups to support, network, build community, strengthen skills and support one another.

Narratives

We recently launched a diversity and inclusiveness committee on our national board. We also incorporate diversity and inclusiveness into manager training for staff and corps member training. E. MEMBER TRAINING: To orient members to AmeriCorps, Philadelphia and their placement schools, we implement three programs in which corps members must participate during their first three months in Teach For America.

Regional Induction- Regional inductions set corps members up for success throughout their orientation process by developing their basic understanding of the challenges that lie ahead, reinforcing the importance of their role as a teacher in closing the achievement gap, and beginning to help them understand the importance of adopting data-driven teaching practices.

Institute- The summer training institute is a rigorous teacher preparation program that develops the qualities, mindsets and skills that are critical for classroom success. At Institute, corps members (under close supervision) teach summer classes at public schools in Philadelphia to have an authentic teaching environment similar to that during a normal school year. During Institute, corps members also participate in daily curriculum sessions. Curriculum sessions provide essential knowledge, necessary practice and rehearsal, and targeted reflection that is aligned with the training textbooks.

Regional Orientation- Following institute, regional orientations allow corps members to continue building skills, hone in on content-specific pedagogy needs, and deepen their understanding of their local student learning standards.

During their service at Teach For America, our corps members will learn six key leadership skills that will enhance their skills at classroom management, instruction and relationship-building. We have consolidated these six leadership skills/principles into the Teaching As Leadership (TAL) rubric, that has been found to distinguish highly effective teachers.

These TAL principles include: (1) setting an ambitious vision; (2) investing students and families in that vision; (3) planning purposefully to meet ambitious goals; (4) executing plans effectively; (5) working relentlessly to achieve their vision; and (6) continuously reflecting and improving. Each of these strategies corresponds to a series of 28 teacher actions, which comprise the TAL rubric.

Building on the foundation corps members receive during the summer programming, Teach For America's regional support network provides robust professional development throughout the two-year commitment.

1. Observation and coaching from program directors: Each TFA-Philadelphia corps member will be assigned a teacher coach known as a manager of teacher leadership development (MTLD) who has experience as a highly effective teacher in a school serving low-income students. Corps members

Narratives

work with their MTLT to evaluate student outcomes, identify the causes of gaps in student performance, and seek and implement solutions from an array of possible resources.

2. Regional learning experiences: Corps members meet regularly in content-or grade-level-specific learning teams led by experienced teachers, including Teach For America alumni and second-year corps members. At these meetings, corps members discuss ongoing challenges, share best practices, and work together on professional development.

3. Certification and master's programs through university partnerships: Corps members participate in university teacher certification and/or a master's degree program at local universities. This program is designed to ensure that corps members meet all state certification requirements.

The timeline for training includes: June: Induction, June-July: Institute, August: Orientation, September-June: On-going Training, consisting of the elements described in the question below and delivered in the sequence determined by teacher-coaches after evaluating the progress of corps members.

Throughout the training and support cycle outlined above, we have imbedded several opportunities to reinforce key issues of AmeriCorps compliance. Prohibited activities are reviewed with corps members at pre-service orientation to ensure that they have clear and solid understanding of their responsibilities. We continue to enforce collective compliance at monthly professional development sessions and in weekly email blasts. Individual compliance will be monitored by Teach For America teacher coaches -- known as Managers of Teacher Leadership Development or MTLTs-- who are trained annually on prohibited activities. This training will include a comprehensive explanation of the prohibited activities, examples and case studies of what these activities encompass, and how to detect and report them. Through their regular interaction with corps members, MTLTs will be able to review regulations with members and verify that corps members are not engaging in them.

Our placement sites will be provided with an AmeriCorps orientation guide, which includes information on AmeriCorps policies and prohibited activities. Ensuring that our principals and other school administrators are aware of these activities provides another system to ensure corps members are not engaging in this activities, as well as an on site resource, should they have any questions or want clarification or guidance on any activities they plan to participate in. F. MEMBER SUPERVISION: TFA-Philadelphia's plan for supervising corps members may differ from the majority of AmeriCorps programs because we are a professional corps. All TFA corps members are college graduates who have gone through a rigorous application process that is designed, in part, to measure their ability to work effectively in a professional setting. Therefore, our supervision plan is concerned

Narratives

with corps member development and evaluation. Additionally, since our corps members work as full-time professional teachers, they are directly supervised by their school principal and other school administration.

As mentioned previously, every corps member is matched with a MTLT -- highly effective TFA alums who manage a cohort of current members, which provides an additional layer of support and a high level of supervision to corps members. Our MTLTs are corps members' first point of contact with TFA. They perform regular observations of member classrooms, regularly meet with corps member to review student data with a focus on progress to date, and provide strategies for overcoming current challenges. MTLTs refer corps members to targeted resources based on strengths and weaknesses. At the end of the year MTLTs and corps members analyze student growth based on final assessments.

To be hired, MTLTs must have a demonstrated track record of success during their time in the classroom and had to display the characteristics needed to be a successful in this role, such as critical thinking, influencing and motivating, and problem solving. Upon joining staff, MTLTs attend a new staff conference and independently participate in 20 hours of online modules before working with corps members. Once MTLTs complete their on-boarding process and begin working with members, they engage in the following ongoing trainings: weekly check-ins with their manager; bi-weekly group professional development and skill building sessions; and weekly individualized professional development. G. MEMBER EXPERIENCE: Due to the powerful service experience in TFA, over 50% of TFA-Philadelphia corps members remain in the classroom or a third year. To date, almost 250 TFA alumni in Philadelphia are still teaching.

This strong record of continued civic participation is due to the strong service experience in the corps. As urban teachers at TFA-Philadelphia, our corps members develop a lifetime passion for education and service in low-income communities.

While only 15% of incoming corps members report that they had an interest in teaching prior to joining TFA, 65% of our nearly 28,000 alumni currently work in education. Additionally, 87% report that they support TFA's mission through career, philanthropy, volunteer work, or graduate study. A 2011 study, conducted by a Harvard University research team, found that corps members are 48% more likely to believe that teachers are the most important determinant of success for students (The Impact of Voluntary Youth Service: Evidence from Teach For America, Will Dobbie and Roland G. Fryer, Jr., 2011).

TFA-Philadelphia works to reinforce a culture of service by providing opportunities for members to take on increased responsibility. For example, second year members have the opportunity to mentor

Narratives

first year members, and develop and conduct professional development sessions. Additionally, all members are encouraged to work at our summer training institute, welcome new members, and recruit at their colleges and universities. During their service, TFA-Philadelphia hosts discussions and panels designed to help members reflect on the causes of educational inequity and fostering a sense of responsibility to address these issues.

In addition to structured opportunities for service, guided and purposeful reflection on the service experience is a core component of the professional development we offer to corps members during their two year commitment. One of the core values of our organization is leadership, and reflecting on what is within the locus of control of the corps member and how they can use that to improve the situation is the starting point of most conversations. We formally reflect with corps members through time at our All Corps Saturday professional development sessions. These Saturday development days are held five times throughout the year, and one component is time in their cohort groups, led by a Manager of Teacher Leadership Development. During this time, corps members reflect on the state of their classroom and learn from each other to continuously improve.

Another opportunity for continued reflection is during a coaching cycle with a member of our Teacher Leadership Development team. Corps members receive intensive instructional coaching during a minimum of one six week cycle throughout the year. A part of the coaching cycle is debriefing the classroom visit, reflecting on what is going well in the classroom and what areas can be improved, then building an action plan from that. Finally, we provide opportunities for more informal reflection and feedback through our corps member advisory council and dinners with corps members throughout the year. The corps member advisory council is a group of leaders within the corps who meet monthly to provide feedback on their experience, reflect on what we can do to improve the program, and help put those strategies in place. At the end of their commitment, second year corps members participate in a conversation with an alum in the region to reflect on what they learned over their two year and what this is driving them to do as an alum.

Once these corps members become a part of our alumni network, we employ a two-part strategy to foster the leadership and long-term civic engagement of our alumni base. First, we work to build community among our alumni and keep them connected to TFA. We host regional alumni summits and publish an alumni magazine to keep alumni engaged in our mission. Second, we support the career development of our alumni through a series of initiatives that fast track the pathway to leadership in several key sectors. Currently, 48% of TFA-Philadelphia alums are still working in the field of education, with 19 serving as principals, 10 serving as assistant principals, 34 serving in

Narratives

additional administrative positions within schools. In addition, our region is home to 4 education-focused social entrepreneurs and 10 alumni working in politics or policy.

As part of a national service movement, TFA encourages our members to national or community service project and opportunities that bring together members of service programs across our region. Further, through their direct access to students, our teachers provide information, encouragement, and support for students to join local youth volunteer programs, thus creating a culture and legacy of civil responsibility and service in the next generation. Specifically, we participate in AmeriCorps days of service, collaborate with AmeriCorps organizations that work directly in our classrooms (such as CityYear), to the extent applicable, as well as, launch community resource fairs that feature AmeriCorps organizations.

TFA-Philadelphia strategically reinforces the AmeriCorps identity and brand with corps members and community members. Prior to their summer pre-service training, corps members receive written materials designed to provide foundational information and history about AmeriCorps as it relates to both TFA and the broader AmeriCorps network. These materials enable corps members to gain a basic understanding of AmeriCorps prior to the start of their term of service. They also attend a webinar which includes a discussion on the partnership between TFA and AmeriCorps, the benefits to AmeriCorps membership, and an explanation of the AmeriCorps corps member role.

To build upon this information, all TFA-Philadelphia corps members participate in an AmeriCorps Pre-Service Orientation, led by our program staff, which helps corps members to internalize the benefits and responsibilities of being an AmeriCorps member. During this pre-service orientation, corps members are provided with numerous materials and resources that they can utilize to: (1) gain more information about AmeriCorps; (2) provide information to others about AmeriCorps; and (3) help them to clearly identify as an AmeriCorps member. We continue to reinforce these ideas through periodic meetings as well as our weekly Corps Member Email Blast, which includes a section titled AmeriCorps Corner. This section of the weekly blast includes important information, updates, and explanations of benefits and responsibilities for our corps members. We structure orientation sessions and ongoing discussions to help members develop a deeper understanding of what it means to be an AmeriCorps member, including viewing their service commitment as part of a much larger movement.

To further foster a sense of connection with the AmeriCorps identity, corps members will

1. Wear an AmeriCorps lapel pin throughout Induction, Orientation and during key professional development activities
2. Place an AmeriCorps banner, flag or pendant in their classrooms
3. Participate in

Narratives

AmeriCorps week 4. Create an AmeriCorps committee of corps members to brainstorm and implement ideas that will assist your corps further identify with AmeriCorps throughout the year 5. Incorporating AmeriCorps Alums into end of year programming 6. Invite other AmeriCorps members to professional development and alumni development opportunities 7. Create an AmeriCorps resource page on TFANET H. VOL GENERATION: TFA uses multiple methods to recruit volunteers to expand the impact of our program. First, we strongly encourage corps members to recruit and involve volunteers in their classrooms. Many of these volunteers are school-wide volunteers that are recruited through school based volunteer programs, which corps members manage or collaborate with other teachers and school administrators on. Our corps members are also encouraged to build relationships with their students' families and invite them to volunteer in the classroom. Next, our advisory board is a diverse volunteer body of community leaders and is responsible for advising the organization's development, program implementation and visibility initiatives. Finally, we have built significant capacity to engage our nearly 28,000 alumni in taking greater responsibility for the organization's well-being. This year, about 45% of our total alumni base contributed time or money to the organization.

Corps members provide supervision and instruction to their classroom volunteers to ensure they have clear expectations, goals are met, and that no volunteer is engaging in prohibited activities. Additionally, each corps member signs a statement on our mid and end of year surveys affirming that they have managed and supervised their recruited volunteers at a level that they can ensure that no volunteer has engaged in prohibited activities. I. ORG COMMITMENT TO AC IDENTIFICATION: TTFA is undergoing an organization-wide rebranding in 2013, which will give us an opportunity to further integrate the AmeriCorps brand in national and regional marketing efforts. This will include integrating the AmeriCorps brand in marketing touch-points across social media, web, and print collateral. We believe the re-brand and the implementation of these guidelines will further strengthen the TFA brand and help increase awareness of our affiliation with AmeriCorps among our network.

Regionally, TFA-Philadelphia will 1. Put up AmeriCorps signage in the TFA office, so that corps members, alums, district leadership, and donors will be able to identify TFA-Philadelphia as an AmeriCorps program 2. Prepare a board presentation to ensure that our regional board has the knowledge and information to talk about AmeriCorps to their networks 3. Buy all corps member AmeriCorps T-shirts to wear to all corps events 4. Recognize an "Americorps member of the month" and give them an AmeriCorps tote.

Organizational Capability

Narratives

A. ORG BACKGROUND & STAFFING: Wendy Kopp proposed the idea for Teach For America in her Princeton University undergraduate thesis in 1989. In 1990, a charter corps of 500 committed recent college graduates joined Teach For America and began fueling the movement to eliminate educational inequity. Since then, nearly 37,000 participants have reached more than 3 million children nationwide during their two-year teaching commitments.

TFA-Philadelphia welcomed its first corps of teachers in 2003 at the request of community leaders. Since then we expanded and deepened our work in the Philadelphia region substantially. In the 2012-13 school year, we have almost 200 teachers working in over 60 schools across the city, impacting over 15,000 students.

TFA has effectively managed large-scale federal grants through both AmeriCorps and the Department of Education. We have received unqualified A-133 audits every year, and have built significant internal capacity to manage both the financial and programmatic components of a national AmeriCorps program. At the national office, a number of well-qualified specialists are available to meet and guide regional staff on AmeriCorps compliance, budget creation, and general grant management. We use our Financial Edge database to help track funding streams and expenses by department and program element. Our finance team reports to the auditing and finance committees of our board, and works closely with our development team and budget trackers to coordinate cash-in and expenses throughout the organization. This structure allows for the appropriate breakdown of responsibilities and a system of checks and balances needed to ensure accurate financial accounting, coordination of fundraising and spending, and the accurate tracking of all finances. Additionally, the national team provides on-going trainings and assistance for all regional staff positions via conference calls, regional and national conferences, and on-line tutorials. The national office also includes a well-staffed technology department that is available to assist with any technical problems that should arise at the regional level.

Teach For America values research and internal and external evaluations and understands its place in refining and evolving our program model. The Research Partnerships team has developed both internal capacity and a team culture that enables the following efforts: shape internal research agenda, field and manage external research inquiries, studies, and surveys, translate research and respond to studies and work to improve data quality. Through this focus on research, Teach For America seeks rigorous independent evaluations to measure our impact and continually improve our program.

Teach For America is a national non-profit organization comprised of a central headquarters in New

Narratives

York City, and regional offices in each of our 43 placement sites. The organization is led by our Chief Executive Officer and Founder Wendy Kopp, who works directly with the national Board of Directors to set our overall strategy and direction. As a non-profit, our national Board is charged with exercising its fiduciary duties to ensure that our organization is run effectively and within all relevant laws and regulations. The New York City headquarters also houses central administrative and management functions such as: finance, accounting, marketing, technology and human assets, which allows us to significantly reduce the costs to individual regions by consolidating and streamlining these services.

Because more than 75 percent of our annual fundraising derives from the regions in which we place corps members, Teach For America has Executive Directors that manage the operations of each site and ensure that we are meeting the unique programming and leadership needs of that specific community. TFA-Philadelphia Executive Director Tre Johnson leads a 27-person regional team which matriculates and develops TFA-Philadelphia corps members and supports our local alumni base. He also works with philanthropic leaders and school administrators to ensure that our region meets goals for teacher placement, student achievement, alumni engagement, and development. Additional staff include:

6 Managers of Teacher Leadership Development (Mel Lotz, Julia Wittig, Mina Lee, Angela Maldonado, Makael Burrell, Rebecca Julian) -- Directly manage and coach corps members in their teacher leadership development. All MTLDs have 2-8 years of a teaching experience. 3 Directors of Teacher Leadership Development (Vicki Rodney, Stephanie Taylor, Morgan Lock) Develop and oversee the Managers of TLD, while also coaching corps members. All DTLs have 3-8 years of teaching experience. 1 Managing Director of Teacher Leadership Development (Suzanne Hughes) -- Manages Directors of TLD and design of the program. Before joining staff, Suzanne was a teacher for 3 years. 1 Vice President of Teacher Leadership Development (Kelli Seaton) -- Sets vision and leads the TLD team. Kelli has multiple years of teaching experience and was the principal of Mastery Charter -- Pickett Campus. 1 Director of Strategy, Talent, and Operations (Jamie Menchaca) -- Serves as Chief of Staff to Executive Director and manages all office operations and professional development of staff.

As outlined above, our regional and national staff capacity is such that it enables us to provide each Teach For America corps member comprehensive training. Each corps member completes a 5-6 week intensive training program prior to entering the classroom. This training program is designed to give corps members hands on experience by actually teaching in a classroom, as well as to learn the skills and values that will prepares them to be leaders and excel in the classroom. Once in the region, each corps member is assigned a Manager of Teacher Leadership Development--a one-on-one coach--who

Narratives

works closely with corps members to further develop teaching skills and leadership development. In addition, corps members also attend TFA led professional development opportunities throughout the year, many of which are specific to the content and grade level that they teach.

As a recipient of AmeriCorps funding since 1994, TFA has built the systems and tools to successfully manage AmeriCorps grants and ensure compliance. Additionally, TFA receives other federal sources of funding and continuously updates our systems accordingly to successfully manage these grants.

CURRENT GRANTEE: Teach For America deeply values its relationship with AmeriCorps, and has a national AmeriCorps team that works with each region on the importance of compliance and grant management. In addition to the support and guidance from our national team, TFA- Philadelphia has worked to build a strong relationship with PennSERVE in order to deepen our understanding of AmeriCorps in the state of Pennsylvania. TFA-Philadelphia attends all monthly conference calls and regular trainings hosted by the commission. Information that is learned at PennSERVE events and trainings are reported back to the region, and have informed strategy, staffing, and compliance surrounding the AmeriCorps grant. As we continue to learn more about the strongest structure for compliance, TFA- Philadelphia is continuing to strategize the strongest management plan, which is being led by our head of development and strategy, Allison Hester Solomon. In the 2011/2012 school year TFA-Philadelphia met 2 of our performance measure targets with data for 3 other targets currently begin gathered, which we are confident we will meet or exceed.

B. SUSTAINABILITY: Our long-term stability relies upon our (a) fiscal sustainability plan, (b) growing alumni network and school leadership initiative, and (c) strengthened school partnerships.

Funding - Our fiscal sustainability plan relies on maintaining diversified funding streams, building meaningful and effective partnerships with key stakeholders, and developing a leadership campaign. Our funding from fiscal year 2012 breaks down to 61% from individual donors, 13% from corporate and foundation supporters, 16% from AmeriCorps, and 10% from school partners. The diversity of our funding portfolio mitigates risk and supports our ability to sustain and ideally grow in each area, which ensure sustainability beyond the grant period. Our funding base is built on strong relationships with individual donors, and we steward these relationships through our Sponsor A Teacher (SAT) campaign. All donors who contribute at \$5,000 level and above to TFA-Philadelphia became a part of the SAT campaign, and they are matched with a corps member who they meet and receive regular updates from throughout the year. This campaign has proved to be a keystone in our fundraising efforts as it develops meaningful and lasting relationships between our stakeholders and our corps

Narratives

members. Finally, in an effort to increase our reserve requirement and expand our funding pipeline we are developing a leadership campaign to raise \$8 million by 2016.

Alumni- Through expanding our alumni network, we will intentionally expand the number of teachers who will become school and community leaders. When our alumni become school leaders, they help us to cultivate additional placement sites for our corps members, and thus help to sustain our programs beyond the grant period. As community leaders, our alumni have developed nonprofit organizations and taken on significant education leadership roles, and therefore contribute to the education reform movement in our region in such a way to invest the Philadelphia community in the importance of Teach For America. Alumni often function as mentors and supplemental coaches for professional development purposes as well. In these ways, our alumni will support the sustainability of our program.

School Partnerships- Our Community and District Partnership team, which includes 4 full-time staff members, is dedicated to expanding our school partnerships both with charter networks and the Philadelphia School District. This team focuses on maintaining close and mutually beneficial relationships with our current placement schools while continually building new relationships to will increase the number of placement sites available to our corps members. Our school partnerships not only ensure our long-term sustainability for our corps members, they also create opportunities for our school leadership initiative to thrive. C. COMPLIANCE & ACCOUNTABILITY: As a long time AmeriCorps grantee Teach For America has developed strong systems to ensure grant compliance internally, with corps members, and at their placement sites. Teach For America's national AmeriCorps Team will provide training and technical assistance to all regions, which includes ongoing technical assistance and communications around AmeriCorps rules and regulations including those related to prohibited activities. TFA-Philadelphia will also check-in with the national team regularly to norm on all member service activities. To ensure compliance at our placement sites, TFA-Philadelphia will provide extensive pre-service and ongoing training to corps members. These trainings will be designed to communicate AmeriCorps rules and regulations, as well as assist corps members and site supervisors make well informed decisions regarding the members' activities to successfully maintain compliance. Additionally, TFA-Philadelphia's Teacher Leadership Development team will be trained on both acceptable and prohibited AmeriCorps activities so they are equipped to reinforce these ideas to corps members, as well as monitor member activities.

Through sites visits, corps member classroom observations, and regular communication with site supervisor's our Managers of Teacher Leadership Development (MTLDs) will provide oversight of

Narratives

corps members and the activities that they engage in. Due to the frequency of interactions that MTLTD's have with members and their in depth knowledge of the prohibited activities, they will be able to detect if members are in violation of AmeriCorps regulations.

If an MTLTD or school administrator suspects that a member is engaging in prohibited activities, they will notify our regional leadership team. Partnering with our national legal counsel and the state commission as needed, the regional leadership team will assess the suspected violation and determine next steps. CURRENT GRANTEE: Due to the volume of corps members that TFA-Philadelphia supports, as well as, the demands our corps members face as full-time teachers employed by their schools, our region been challenged by some elements of compliance. In particular, we have found enrollment, exiting, and status changes in the eGrants system to be a difficult task to complete within the required 30 day window considering the number of corps members we manage. In addition, our corps members have also had difficulty finding the time to participate in AmeriCorps sponsored activities because of the extensive responsibilities they hold at their schools and the high-needs of their students.

Due to these compliance issues, our leadership team will launch a new structure for AmeriCorps maintenance and support, some of which has been described below. Under this new structure managed by a committee of senior managers, we foresee AmeriCorps responsibilities allocated appropriately and executed promptly and completely. We also anticipate assigning specific roles and responsibilities to different staff members so that they can focus in more depth on these opportunities and requirements. We also aim to increase our corps member participation in AmeriCorps sponsored events, and want to engage and involve our alumni more in these types of opportunities.

ENROLLMENT: In the last completed program year (2011-2012), Teach For America-Philadelphia enrolled 81.5% of the slots we received. Due to the financial crisis in the Philadelphia school district and lack of teaching opportunities available in the city, we were unable to fill the number of slots that we had projected during the time of application. We are proud of our ability to face this challenge by finding teaching placements for all of our enrolled corps members almost exclusively in Philadelphia charter schools, which were unexpectedly the only available placements this school year for our corps. Based on the placement landscape and the financial crisis in the district, we decreased the number of requested slots in our continuation grant in order to accommodate the shifting landscape and job opportunities available in Philadelphia during this difficult time. Based on enrollment for this year, we feel confident that we will enroll 90% or more of the slots we request. RETENTION: Teach For America-Philadelphia' retention rate for the 2011-12 school year was 92.9%, a rate markedly higher

Narratives

than the estimated average retention for first-year teachers in low-income communities in general (82 percent) and the overall average for all first-year teachers regardless of school setting (86 percent) ("No Dream Denied: A Pledge to America's Children" (2003) National Commission on Teaching and America's Future. Washington, D.C.).

We are constantly working to improve our program and thus our retention rates. We work vigorously to improve our selection process to make sure we are selecting members who will relentlessly pursue our mission in the face of steep odds. Additionally, we regularly survey our members as to their satisfaction with their initial training as well as the support they receive regionally throughout the year. Teach For America is working to improve the way we evaluate corps members. As Teach For America's evaluations improve, we refine our ability to recruit successful applicants, and improve our ability to train and support our corps members. OPERATING SITES: Currently, all TFA-Philadelphia corps members are teaching in low-income schools as defined by free and reduced lunch rates. In the current 2012-2013 school year, we secured commitments to place 195 corps members in Philadelphia area schools including 21 teachers in the Philadelphia School District and 172 teachers in charter and alternative schools. Our corps members currently teach in a total of 64 schools. Due to the ongoing financial crisis in the Philadelphia School District, there have been serious ongoing challenges to placing corps members in the district, such as mass layoffs and hiring freezes. However, the city's new superintendent, Dr. Hite, has been in discussions with TFA about possible district placements in the future in order to expand our impact in the school district. Our community and district partnerships team continues to deepen our critical relationships with the district and with our multiple charter partners, in addition to developing relationships with new schools, which enables TFA to increase our placement opportunities for future years.

Cost Effectiveness and Budget Adequacy

A. COST EFFECTIVENESS: TFA-Philadelphia is requesting 220 full time member slots at \$2,432/MSY through a reimbursable grant. The \$2,432 cost per MSY does not exceed the maximum amount that can be requested for this type of grant and is actually far below the maximum amount that can be requested.

As a professional corps, our members are provided salaries and benefits from the school districts. Therefore, our costs relate solely to training and supporting our members. These expenses are directly linked to outputs and outcomes, the AmeriCorps grant will cover a percentage of the costs that enable TFA to recruit, place and support corps members so that they are prepared to make academic gains with their students and engage community members in their classrooms. Our 2013 budget is

Narratives

\$9,407,975; with \$2,432/MSY, we depend on other funding sources to raise the additional funding necessary to support our corps members.

In total, we raised \$5,241,756 in FY12, which comprised of dollars from: FOUNDATIONS: In FY 2012, we raised \$76,000 from foundations in Philadelphia, which comprised 1% of our regional budget. We are actively prioritizing forming new partnerships with foundations, and are utilizing our network of current supporters to identify connections, to secure meetings with new foundations. CORPORATIONS: In FY 2012, we raised \$630,422 from Philadelphia corporations, which comprised 12% of our regional budget. To ensure that prospective corporations understand that TFA can provide a significant return on their investment, we are creating unique partnership opportunities that align with individual corporations' strategic plans and philanthropic priorities, enabling them to view our partnership as mutually beneficial. INDIVIDUALS: In FY 2012, we raised \$3,465,435 from individuals in the Philadelphia community, which comprised 66% of our regional budget. We plan to hold 10th Anniversary Celebration event in FY 2013 to further expand our pool of potential supporters and to increase awareness of TFA among new networks of individuals. SCHOOL PARTNERS: In addition to our fundraising efforts noted above, we received \$667,284 from our school partners to help offset the training and recruitment costs of the TFA-Philadelphia teachers working their schools. These funds comprised 13% of our regional budget.

In FY 2012, funding from CNCS accounted for 15% of our operating budget.

TFA has been an AmeriCorps program since 1994, and TFA-Philadelphia has been receiving state AmeriCorps funding from PennSERVE since 2010.

Teach For America-Philadelphia has already built a solid foundation of diverse corporate, foundation, and individual funders throughout the Greater Philadelphia area as well as investment from the schools that hire our corps members. Our funding breaks down as such: 1% from foundations, 12% from corporations, 66% from individual donors, 13% from school fees, and 15% from AmeriCorps funding. We are always working to expand and diversify our funding further, which is why we have recently launched a leadership campaign aimed at raising \$6 million from major gift donors, and we are also hosting our first ever gala event for our 10 year anniversary in the region which should raise an additional \$75,000. By continuing to steward our large donor base, and developing new campaigns and large scale events, we seek to continue to fund our program in sustainable ways.

For fiscal year 2013, Teach For America-Philadelphia has raised or received commitments for \$1.3 million of our \$9.9 million development goal by our first quarter. This puts us 13% to fully-funded for

Narratives

FY13. We have developed a comprehensive fund raising plan for the year for each of our funding streams, and we anticipate to be 48% of the way to our goal by our second quarter, 62% by our third quarter, and 100% to goal by the end of our fiscal year.

As a low-cost professional corps program, TFA's program design is a particularly cost effective model for increasing student achievement and closing the achievement gap. First, we provide school districts who serve predominantly low-income students with a pool of highly successful candidates who exhibit the traits of highly effective teachers. Research consistently demonstrates that high-quality teaching is the most important factor in student learning; yet, low-income students are far less likely to get effective teachers than their wealthier peers. As part of TFA's program model, our intense recruitment process selects the brightest corps members, who consistently demonstrate the characteristics that have been found in successful teachers. Second, our corps members commit to teach for at least two years and many remain in their classrooms after their commitment. School districts who serve predominantly low-income students often face high teacher turn over annually. Thus, TFA not only provides a strong candidate pool of highly effective teachers, but also a more stable pool of candidates to our districts. This drastically decreases the amount of resources they spend annually to recruit teachers and attracts high level talent that they may not otherwise attract. Finally, in addition to providing pre-service training, we are one of the few teacher providers in the country who continue to give on-going support to teachers throughout their two year commitment. Because of our rigorous selection model and student achievement focused training, TFA corps members are consistently reviewed as the strongest new teachers with the greatest impact on student achievement in every state that runs the data and in the most rigorous independent studies. CURRENT GRANTEE: As part of our 5-year plan, TFA-Philadelphia strives to increase both the depth and breadth of our impact. As we grow our corps to scale while continually improving our program's effectiveness, we are taking on much larger fundraising goals. We are requesting an expansion to 220 slots without an increased cost per MSY, which will allow us to serve more students throughout the Greater Philadelphia area. This expansion will also increase our corps members' sense of connection to AmeriCorps in the state of Philadelphia, as all corps members will be under the commission's portfolio, which will increase our ability to partner with other AmeriCorps programs. Greater opportunity for partnership with other AmeriCorps programs will expand our impact by increasing the resources that we are able to offer our students and corps members. B. BUDGET ADEQUACY: Our budget is designed to adequately support our program and to align with our mission. 70% of our budget represents costs directly related to corps member development and support -- which includes costs

Narratives

related to personnel, trainings, and corps member meetings. These allocations are reflective of our programs needs for ongoing support and professional development, which enables them to lead their students to make significant academic gains. The remaining portion of our budget is allocated for placement and services. Expenses within this allocation are associated with management, operations, and development of our regional office and ensuring all staff are continually developed and highly effective. TFA will be has budgeted AmeriCorps funds to cover the costs of the National Service criminal history checks.

Evaluation Summary or Plan

TFA-Philadelphia's evaluation has been sent to the commission.

Amendment Justification

N/A

Clarification Summary

N/A

Continuation Changes

N/A