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Executive Summary

TNTP Teaching Fellows programs will recruit 1,600 highly qualified career changers and recent college graduates to become full-time AmeriCorps members teaching in high-need schools. Using evidence-based strategies to train and coach members, at the end of the three-year grant cycle, over 168,000 students will have received instruction from a well-trained member teaching critical shortage subject areas in 14 operating sites across the country. TNTP requests \$1,012,800 from CNCS to support this project, which will address the CNCS focus area of education by improving the educational outcomes of economically disadvantaged students in low-achieving elementary, middle, and high schools.

Rationale and Approach

COMPELLING COMMUNITY NEED: ALL CHILDREN ARE NOT GETTING A HIGH QUALITY EDUCATION

A persistent gap in academic achievement separates economically disadvantaged and minority students from White students. By the end of high school, most African-American and Hispanic students are reading and doing math at an 8th grade level (NAEP, 2011). In 2011, only 14 percent of African-American and 21 percent of Hispanic eighth graders scored proficient in math on the national NAEP exam (NAEP, 2011). In many of the largest urban areas, half of students won't graduate high school (EPE Center, 2006). This gap betrays the promise of a quality education for all. Fortunately, we know this achievement gap can be closed and we know the most important thing we must do to make progress toward that goal is to place a great teacher in every classroom.

THE CHALLENGE: ENSURING THERE IS A GREAT TEACHER IN EVERY CLASSROOM

Nearly 60 years after the landmark Brown vs. Board of Education decision, economically disadvantaged and minority students still receive a second-rate education with unequal access to the resource that matters most: great teachers.

Several studies have shown that teacher effectiveness, not class size, not curriculum, not facilities, is the single most important school-based factor influencing student achievement (Hanushek, Kain, & Rivkin, 2001; Wright, Gordon, Kane & Staiger, 2006). Unfortunately, research also shows that schools serving economically disadvantaged and minority students are far less likely to be staffed with effective teachers, leading to persistently low achievement levels and high dropout rates (National Center for Educational Evaluation and Regional Assistance, 2011). Access to great teachers should not be a matter of chance, and it certainly should not be determined by a student's zip code or socio-

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economic background.

TNTP'S TARGET COMMUNITIES

TNTP's Teaching Fellows programs are designed to end the injustice of educational inequality by providing excellent teachers to the students who need them most. TNTP will partner with 14 target communities across the country that meet the following criteria:

1. The school district(s) in the community serve a disproportionate number of economically disadvantaged and minority children and;
2. The number of students in the district failing to meet academic expectations in math or reading exceeds state averages.

The community partners meeting these criteria are the cities of Chicago, IL; Indianapolis, IN; Philadelphia, PA; New York, NY; Charlotte, NC; Baltimore, MD; Nashville, TN; Memphis, TN; New Orleans, LA; Ft. Worth, TX; Washington, DC and the states of Arizona, Georgia and Rhode Island. We have partnered with these communities because they have the strongest need for excellent teachers that TNTP's AmeriCorps program provides.

Though each region's unique context demands that TNTP customize its programming from site to site, the following case study on New York City is representative of the challenges members face and the impact they make wherever they serve.

The Need in New York City

New York City (NYC) public schools have a disproportionate amount of economically disadvantaged and minority students. African Americans and Hispanics represent 72 percent of the student population compared to the state average of 42 percent. And, on average, 70 percent of students qualify for free and reduced lunch.

Students are also struggling academically. Although slight gains have been made, over the past three years African Americans and Hispanic students have scored 20-30 percentage points lower than their White and Asian counterparts on New York standardized math and English exams. In 2012, only 52 percent of 8th grade students in NYC public schools were proficient in math and only 39 percent were proficient in English. Furthermore, almost four in ten public school students do not earn a high school diploma within four years (NYC Department of Education, 2012).

How TNTP is Meeting the Need in New York City

Since 1997, New York City Teaching Fellows has recruited and trained more than 17,000 teachers to work in the city's schools, representing one of the largest suppliers of new teachers for math, science and special education. According to independent research by the Urban Institute, Fellows are largely

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responsible for a "remarkable narrowing" of the gap in teacher qualifications between high- and low-poverty schools. Over time these teachers have transformed the quality of the city's teaching force:

-1 in 4 of all active math and Special Education teachers are Fellows

-1 in 5 of all active science teachers are Fellows

-To date, NYCTF's Math Immersion pathway has supplied more than 1,880 math Fellows to the city's classrooms.

-In 2012, 61 percent of NYCTF Fellows were working in Title 1 schools.

Meeting the needs of students in schools and communities that have been underserved for generations requires concentrated effort and a sustained commitment. TNTP AmeriCorps members are providing the solution to the problem of low academic achievement as effective teachers.

THE SOLUTION: AMERICORPS MEMBERS ARE AN EFFECTIVE MEANS TO SOLVE THE PROBLEM

In order to solve the problem of the achievement gap, high-need schools need well-trained and effective teachers who are ready to serve long-term in these schools. Our teachers fulfill this need: last year 91 percent of principals said our teachers were the same or better than the average first-year teacher. In addition, our teachers are staying in classrooms longer than the average teacher - 63 percent of our teachers begin their fourth year of teaching in urban schools compared to the national average of 57 percent.

MEMBER ACTIVITIES: WHAT MEMBERS WILL DO

Members will engage in two specific activities during their AmeriCorps service year:

1. Intensive and ongoing training and;
2. Full-time teaching.

Members will learn, practice and internalize teaching strategies that prepare them with the foundational skills needed to be immediately effective as new teachers. This training will continue throughout the school year as members receive feedback on their teaching from "Effectiveness Coaches" (see the Evidence-Based Approach section) and take coursework that leads to full teaching certification.

Starting in the fall, members will work full-time teaching math, science and other critical shortage subject areas in high-need elementary, middle, and high schools. In addition to teaching, members will incorporate service learning and volunteerism into their classrooms. A typical teaching day for a member includes instructing students through a full class schedule, meetings with students, parents, and faculty, lesson planning and participating in professional development workshops.

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WHAT TNTP WILL ACCOMPLISH THROUGH AMERICORPS

AmeriCorps is critical to TNTP's ability to bring great teachers to the students who need them most. In particular, AmeriCorps funding helps us recruit under-represented talent by eliminating financial barriers that can have a negative impact on the diversity of the teaching cohort.

In addition to bringing excellent teachers to underserved students, the presence of AmeriCorps members in over a thousand classrooms across the country brings the focus of civic service directly to students. By incorporating service learning and volunteerism into their classrooms, AmeriCorps members introduce a new generation to the value of service.

SLOTS REQUEST AND RATIONALE

TNTP respectfully requests 1,600 full-time slots per year to subsidize the certification and education costs for teachers recruited by TNTP's Teaching Fellows programs in 14 operating sites. This request represents an increase of 845 slots from our previous year and will allow us to cover 100 percent of the communities we serve.

RATIONALE FOR EXPANSION

Over the last five years, TNTP has enrolled 99% of its awarded slots. The demand for awards has consistently exceeded what we could offer teachers. TNTP has successfully recruited nearly 4,600 AmeriCorps members to become teachers through our program. These members have taught over 120,000 students to date. This is a great start, but millions of children in high need schools still need excellent teachers who can ensure they are reaching their full potential. In order for us to bring the best teachers to such students we need:

1. To relieve the financial burden of becoming a teacher. For such an important job, the cost of becoming a teacher is very high. For example the cost of certification in Philadelphia (excluding books and fees) ranges from \$24,960 - \$ 33,615, while the starting salary for a first year teacher is \$44,039. The Segal AmeriCorps Education Award helps pay for educational costs.
2. To attract a large and excellent applicant pool that allows us to be highly selective while still meeting the hiring needs of schools. The Education Award serves as an incentive to attract candidates and contributes to a high-quality cohort of teachers.
3. To create a consistent AmeriCorps experience for all our sites. Currently some sites benefit from the AmeriCorps experience while others don't because of our limited number of education awards. An expansion would allow all our Fellows to take part in the AmeriCorps service experience.

We need to speed up the pace of change in order to help more students succeed more quickly. An increase in AmeriCorps awards will help us accomplish in three years what we previously would have

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accomplished in six.

EVIDENCE-BASED APPROACH

TNTP's AmeriCorps program is founded on the evidence-based premise that excellent teachers are critical to closing the achievement gap.

As mentioned previously, several studies have shown that teacher effectiveness, not class size, not curriculum, not facilities, is the single most important school-based factor influencing student achievement. Students fortunate enough to have an effective teacher for three consecutive years can score as many as 50 percentile points higher than a comparable peer with three ineffective teachers (Sanders & Rivers, 1996). Recent research shows that even a single year with a highly effective teacher can have a lifelong impact on students, boosting college attendance rates and future earnings, and even reducing the likelihood that they will become teenage parents (Chetty, Friedman and Rockoff, 2012).

With this evidence in mind, TNTP's AmeriCorps program works to bring excellent teachers to high-need schools. In order to develop into effective teachers, members go through a rigorous two-part training program:

Part 1: An intensive summer training program before they enter the classroom (known as Fast Start training) and;

Part 2: Continuous coaching while they teach full-time in a high-need classroom.

This approach focuses on improving teacher effectiveness in order to achieve strong student outcomes.

PART 1. SUMMER TRAINING: A FAST START TO EFFECTIVE TEACHING

TNTP's research shows that early teacher performance is a strong predictor of eventual success and new teachers rarely overcome a weak start. New teachers learn instructional practice sequentially, with practice-based preparation used initially, and more nuanced content-specific preparation having a larger effect in the second year and beyond (Boyd et al., 2009; Grossman, et al., 2000). Our internal data also revealed that new teachers who fail to master basic teaching skills rarely become effective practitioners later. More often, they developed bad teaching habits that were increasingly hard to break.

TNTP's response to these weaknesses in teacher preparation is Fast Start, a groundbreaking new theory of change to how we select, train and develop educators based on years of analysis on thousands of teachers. Fast Start is based on a simple but powerful premise: the best way to cultivate highly effective teaching is to first firmly establish a solid foundation. Fast Start focuses new teachers

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on the mastery of a small number of high-impact, teaching skills that are prerequisites for success, allowing them to move rapidly toward development of more complex skills. The four Fast Start skills are:

1. Communicating academic material clearly
2. Maintaining high academic expectations by ensuring full student engagement at all times
3. Maintaining a classroom where student behavior is positive, respectful, and productive
4. Maximizing instructional time

Fast Start is based on the techniques of Teach Like a Champion (TLAC), the field-acclaimed book written by Doug Lemov that highlights skills and strategies proven to help teachers raise achievement, especially in high-need schools. These techniques were developed through Lemov's extensive work with Uncommon Schools, an organization that collected best practices great teachers use to help students make significant academic gains in high-need communities across the country.

There is strong evidence that these techniques help raise student achievement. In an Uncommon school in Troy, NY where the techniques are embedded in the school culture, 87 percent of 6-8 graders were proficient or above on the 2011 New York state math exam, compared to a district average of 36 percent. On the English Language Arts exam, 51 percent of 6-8 graders were proficient or above compared to a district average of 32 percent.

TNTP partners closely with Doug Lemov and his staff at Uncommon Schools. Lemov and his team advise TNTP on how to train Fellows on the TLAC techniques. Our teachers repeatedly practice these techniques with students and adults until they are able to habitually integrate them into their classroom instruction. Only members who demonstrate proficiency in the Fast Start skills during the summer training are eligible to teach in the fall.

Data from sites confirms that Fast Start teachers show significant improvement on a quick time frame. During week one of summer training, only one percent of Fast Start participants demonstrated mastery of Fast Start skills; by the final observation, nearly 60 percent of the participants were rated at least as "developing" in 3 of 4 Fast Start skills.

We are also seeing early positive indicators of success in the classroom. In fall 2012, TNTP conducted a comparative assessment of teachers who went through Fast Start and teachers from another alternative-route program who did not go through Fast Start. TNTP's teachers performed significantly better than their counterparts on the same evaluation rubric.

PART 2. COACHING: INTENSIVE ONGOING CLASSROOM SUPPORT FOR MEMBERS

In addition to summer training, TNTP provides year-long coaching support to AmeriCorps

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members in order to increase their effectiveness in the classroom. Research points to a positive association between coaching and teacher's performance and practice, especially for novice teachers (Allen et. al, 2011). In one study, coaches who used one-on-one coaching strategies over other types of professional development helped to more than double the rate of student growth among teachers at 17 schools (Biancarosa et. al., 2010).

Throughout their first year, members partner with an Effectiveness Coach, a trained veteran teacher who has demonstrated excellence in the classroom. Coaches observe lessons and provide actionable feedback to individual members using innovative interventions, such as prompting the teacher to take specific actions during their lessons. The use of instructional coaches to monitor new teachers' classroom experiences distinguishes TNTP from many other teacher preparation programs that do little to support their graduates once they obtain their first teaching position.

Internal data shows that our teachers highly value the coaching experience. On a survey, 83 percent of Fellows agreed that they feel more equipped to serve their students because of the coaching they have received.

OVERALL CHANGE AFTER THREE YEARS AND PERFORMANCE TARGETS

With an expansion in the grant award, at the end of the three-year grant cycle 4,800 highly-trained teachers will teach 168,000 of the nation's high-need K-12 students in critical subject areas.

TNTP's performance measures will demonstrate the positive impact of our members in the classroom:

1. TNTP will enroll 4,800 members by the end of the three-year grant cycle.
2. 70 percent of members who finish their service year will be considered effective based on classroom observations
3. AmeriCorps members will teach 168,000 students by the end of the grant cycle.
4. 1,632 members will serve in the highest need schools.

We set our targets for these measures based on past performance trends while pushing to improve our impact through programmatic innovations like Fast Start and the more intensive coaching model.

ADDITIONAL MEASURES

In addition to the official measures outlined above, TNTP will provide CNCS with the results of a comprehensive set of measures called the Assessment of Classroom Effectiveness (ACE) used to measure each member's ability to raise student achievement in the classroom. The components of ACE include [1] observations and student survey data, [2] principal evaluation and [3] program

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completion. Only members who demonstrate through ACE that they are at least as good as other first year teachers will be recommended for certification.

ASSESSING OUR PROGRESS

TNTP will gather data throughout the year by reviewing teacher performance data such as observations, student achievement data, surveys, and other sources. TNTP has an in-house evaluation team that has standardized this data gathering process to ensure consistency and reliability. In accordance with AmeriCorps procedures, we will provide updates on our performance during standard reporting periods.

REPORT ON PROGRAM IMPACT AGAINST OBJECTIVES AND PERFORMANCE MEASURES

Our results from last year show our ability to make a big impact with a relatively small investment from CNCS.

In 2012:

- 43,651 students started in an AmeriCorps member-led classroom
- 30,223 students completed participation in an AmeriCorps member-led classroom;
- 891 members began serving as teachers through TNTP's AmeriCorps program;
- 757 members completed serving as teachers through TNTP's AmeriCorps program;
- 546 teachers taught in highest-need schools; and
- 61 teachers remained in the education field but not teaching in a public school. (Note: This is a required measure, however, this goal is always low for us since our program is designed to recruit candidates who want to make teaching a career, not a temporary commitment, and thus we neither encourage effective teachers to leave the classroom nor aggressively track them if they do decide to leave.)

NOTE ABOUT MEMBER RETENTION

TNTP prides itself on responding quickly to evidence from the field. In 2012, TNTP released "The Irreplaceables", a study of 90,000 teachers that showed that top teachers are producing 5-6 more months of learning for students every year than weak performers. With evidence showing that ineffective teachers can have an extremely detrimental effect on student growth, we immediately adjusted our program model to ensure that the Teaching Fellows program does not keep ineffective teachers in front of students.

When TNTP began encouraging only effective members to continue in the classroom, our overall retention went down. This was smart retention at its best, but it didn't align neatly with our previously set AmeriCorps retention goals.

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Looking ahead, we now have better data to inform our expectations around program attrition during different phases of the process toward becoming and remaining a teacher under our new program model. We hypothesize that the Fast Start model will result in stronger retention throughout the service year, since we are exiting poor performers before they start teaching and coaching our new teachers to improve more quickly in the classroom.

RECRUITMENT STRATEGY AND ENGAGING UNDERREPRESENTED POPULATIONS

One of TNTP's strengths is our expertise in teacher recruitment. All of our programs have a district or state brand (e.g. DC Teaching Fellows) because we think local recruitment is critical. Each site creates local branding campaigns specifically designed to attract college graduates, career changers, and candidates interested in making a difference in improving outcomes for students in their local communities. Led by a local recruitment ambassador, this hands-on approach involves reaching out to local colleges and community organizations and implementing word-of-mouth and referral strategies to build a strong local talent pool.

The recruitment ambassador also drives proven recruitment strategies to attract underrepresented populations, such as people of color, by customizing marketing materials and by getting referrals from community organizations that serve these populations. In fact, 42 percent of Fellows who began teaching in 2012 were people of color.

Additionally, a central team of recruitment specialists drive market-based recruitment strategies that leverage the use of the internet, social media and powerful messaging to attract candidates that are the right fit for our programs. They monitor recruitment data on a weekly basis and use trends to inform strategy at each of our Teaching Fellows sites to ensure we are attracting the high-quality candidates we seek for our program.

Once recruited, all candidates go through a rigorous selection process that aligns with our Fast Start principles. Only 13 percent of candidates who submitted an application were extended an offer to join Teaching Fellows programs in 2012-2013, demonstrating selectivity comparable to the most selective colleges and universities in the country.

MEMBER TRAINING AND COMMUNITY ORIENTATION

Immediately after candidates accept offers and enroll into our programs, they are immersed in the communities they will serve and begin learning about AmeriCorps. Members are required to observe high-need classrooms and schedule meetings with administrators at multiple schools prior to beginning their formal training. All training sessions, including field experience where they teach students in summer school, occurs within schools in the service area.

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TRAINING, TOPICS AND TIMELINE

Prior to entering the classroom, members participate in a six week training. Informed by Doug Lemov's Teach Like a Champion approach, Instructors lead members in the analysis and practice of the Fast Start skills and techniques that are critical for effective teaching. This rigorous training also includes ample field experience: members apply the techniques in actual summer school classrooms. Coaches observe members in their classrooms and provide targeted and actionable feedback that members can apply to improve their teaching right away.

Additionally, an initial AmeriCorps orientation occurs at the beginning of the summer training. The training covers the AmeriCorps approach to volunteerism and service learning, key compliance requirements, and prohibited activities. At the end of the six-week training, only teachers who demonstrate their ability to lead a classroom in the fall are recommended to begin the school year as a teacher.

The ongoing training and coaching continues after the summer. In the fall, members begin the process of obtaining their full certification through TNTP Academy or a local partner university while simultaneously serving as a full-time teacher. Members also receive extensive in-service training from Effectiveness Coaches who visit each member's classroom multiple times throughout the year to observe teaching and provide real-time feedback on instructional skills.

COMPLIANCE WITH PROHIBITED ACTIVITIES

Program staff reinforces the prohibited activities in depth throughout the service year. A list of the prohibited activities is included in the member agreement that all members are required to sign prior to enrolling. Prohibited activities are also covered at orientation and reinforced at subsequent trainings and workshops. We have very strict controls to monitor and oversee adherence to prohibited activities.

PLAN FOR SUPERVISING MEMBERS

Members have a strong support team behind them. Centrally, the AmeriCorps Support Team manages the service experience and ensures compliance from all members. At the operating site, the Site Director and Effectiveness Coach supervise members throughout the year. Supervisors meet on a weekly basis to discuss individual member performance and devise strategies to support member development. More information about these roles is found in the "Organizational Capacity" section.

HOW SUPERVISORS ARE TRAINED AND SUPPORTED

All staff undergoes TNTP's rigorous hiring process which includes an initial application, satisfactory completion of a project designed to mimic real work responsibilities, and several interviews. Once hired, employees complete a multi-week onboarding process with hours of specialized training to

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prepare them for success in their roles. Semi-annually, supervisors participate in TNTP's performance review process where they receive feedback and next steps on their goal achievement and performance.

MEMBER EXPERIENCE

Throughout the school year, members work tirelessly to raise student achievement in the classroom and lead or participate in service projects in their local communities. Members receive training on incorporating service learning and volunteerism into the classroom. All members are highly encouraged to participate in the MLK Day of Service and AmeriCorps Week with other AmeriCorps members.

The member experience is also strengthened by their participation in a community of like-minded new teachers who go through this life-changing experience together. Often, members are clustered in the same school or community and participate in group training and cohort events to hold themselves accountable for collective impact. Members come together regularly throughout the school year to reflect on their experiences in the classroom.

Summer training also includes a considerable discussion of the values and requirements central to AmeriCorps initiatives. Participants learn what it means to be an AmeriCorps member, how the teaching positions that they are embarking upon embody the core principles of AmeriCorps, and what policies and procedures they must abide by in order to receive AmeriCorps support.

VOLUNTEER GENERATION

Through our many community partnerships, members connect with volunteers who share their experiences with students. These volunteers are selected at the discretion of the member and must comply with the policies of AmeriCorps, the school district and school.

TNTP provides training to members to help them leverage volunteers. In previous years, almost three-quarters of our members brought two or more volunteers into their classrooms. Many individuals participating in TNTP programs have well-established networks that allow them to bring parents, community members, individuals serving in other AmeriCorps programs, or former colleagues into their classrooms to tutor, work with a small groups of students, or help support other classroom activities. When we train members on prohibited activities, we train them to ensure the volunteers they bring into their classrooms aren't involved with prohibited activities either.

COMMITMENT TO AMERICORPS BRANDING

TNTP is committed to furthering the AmeriCorps brand. The AmeriCorps Support Team purchases AmeriCorps co-branded items such as t-shirts, pins and water bottles for members. Since individual

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program websites are the highest touch point for recruitment and branding strategies, all Teaching Fellows AmeriCorps programs have brand-specific messaging on their website. The AmeriCorps Support Team also manages a Facebook page that provides current members and alumni with opportunities to engage with AmeriCorps activities.

Organizational Capability

ORGANIZATION MISSION AND BRIEF HISTORY

TNTP strives to end the injustice of educational inequality by providing excellent teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom. A national nonprofit organization founded by teachers, TNTP is driven by the knowledge that effective teachers have a greater impact on student achievement than any other school factor. In response, TNTP develops customized programs and policy interventions that enable education leaders to find, develop and keep great teachers. Since its inception in 1997, TNTP has recruited or trained approximately 49,000 teachers - mainly through its highly selective Teaching Fellows programs - benefiting an estimated 8 million students. TNTP has also released a series of acclaimed studies of the policies and practices that affect the quality of the nation's teacher workforce, including *The Widget Effect* (2009), *Teacher Evaluation 2.0* (2010) and *The Irreplaceables* (2012). Today TNTP is active in more than 25 cities, including 10 of the nation's 15 largest.

MANAGEMENT STRUCTURE AND BOARD OF DIRECTORS

TNTP's CEO, Ariela Rozman, and President, Timothy Daly, work closely with the organization's 15-member Leadership Team to manage existing programs and to develop new services that further the organization's mission. The Leadership Team brings to the organization over 100 years of collective experience in education and organizational management.

TNTP's Board of Directors convenes at least three times a year with TNTP leadership to review accomplishments, challenges and long-term strategies. The nine member board represents a wealth of diverse experience -- including education, business and legal experts. Led by Kati Haycock, Director of the Education Trust and one of the country's leading child advocates, the board is united by a focus on increasing student achievement.

BIOGRAPHIES OF KEY NATIONAL STAFF

The following are abbreviated summaries of the relevant experience of key national staff that oversee the AmeriCorps program.

-Ariela Rozman, Chief Executive Officer. Under Ariela's tenure as Chief Executive Officer, TNTP has nearly doubled in size and tripled in revenue. Ariela began her tenure with TNTP in 2001 as Vice

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President of Marketing. Prior to becoming CEO in 2007, she served for four years as Vice President of Teaching Fellows Programs, growing TNTP's largest program and overseeing the launch of 12 new programs.

-Kevin Zimmer. Chief of Staff, New Teacher Effectiveness. Kevin oversees the AmeriCorps program as a part of his broader work supporting Teaching Fellows programs across the country. Prior to this role, Kevin oversaw national operations, communications, and new site launch for our Teaching Fellows programs. Prior to joining TNTP, Kevin taught middle school Language Arts to high need students in Texas and Florida.

OTHER KEY ROLES AND SUPPORT STRUCTURES

TNTP's national network and support model allows it to direct resources and assistance to operating sites fluidly to guarantee each site gets the support they need. Below are the key roles that work directly with AmeriCorps members:

-AmeriCorps Support Team. TNTP manages its AmeriCorps program through a team of central support staff led by Tamara Brown, Manager, AmeriCorps. The team oversees all technical assistance, monitoring of compliance and performance measures. In order to monitor the AmeriCorps program, the team maintains close communication with both Site Directors and individual AmeriCorps members at each operating site.

-Site Directors. Each operating site has a Site Director that manages day-to-day operations and works with central executive staff to meet their site goals, including recruiting the target number of AmeriCorps members. Site Directors work with the AmeriCorps Support Team to supervise members, create a positive experience, and ensure the program is in full compliance with the grant.

ORGANIZATIONAL CAPACITY FOR TRAINING AND EVALUATION

All employees who work with AmeriCorps complete an onboarding process which covers financial and programmatic orientation, AmeriCorps compliance, and role-specific modules. All staff members have semi-annual performance evaluations to track their performance against organizational, site-specific and personal goals.

Because one of TNTP's focus areas is advancing the profession with new ideas and innovations, we have an extensive Assessment and Evaluation department that regularly assesses our program models in depth and can therefore support internal and external evaluations.

AMERICORPS INTEGRATION AND EXPERIENCE ADMINISTERING FEDERAL FUNDS

Since 2007, TNTP has successfully executed AmeriCorps grants under the staffing structure described above and the program is fully integrated within our New Teacher Effectiveness division--

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the largest department of TNTP. In addition to AmeriCorps grants, TNTP has been the recipient of multiple U.S. Department of Education grant awards including the Investing in Innovation (i3) grant. TNTP has a successful track record of meeting all compliance, reporting and record-keeping requirements in accordance with these grants.

SUSTAINABILITY: PLAN FOR SECURING RESOURCES AND EXPERIENCE RAISING FUNDS

TNTP is a revenue-generating non-profit and has achieved sustainability through its unique revenue model. Our programs are currently funded by a combination of district, state, philanthropic and federal funding, with the majority of TNTP's annual revenue coming from clients such as urban school districts and departments of education. This ensures that our clients have a real stake in the work we are doing, that it is a priority for them and, most importantly, that they value our services enough to pay for them. The majority of our contracts with clients span multiple years, and we collaborate with them to identify permanent long-term funding sources.

LONG TERM SUSTAINABILITY

In the New Teacher Effectiveness department, which includes the administration of our AmeriCorps grant, our funding is 90 percent publicly funded and 10 percent privately funded. We think this ratio is key to ensuring that we are not overly reliant on fundraised dollars, which may rise or fall depending on the focus of a funder. Our diversified revenue mix, derived from district, state, federal, tuition fees collected from participants, and fundraised dollars, has helped shield us from economic instability.

COMMUNITY STAKEHOLDERS

Our clients and stakeholders are school districts, charter schools and/or departments of education who seek to dramatically increase the quality of their teachers. We work with our clients to set goals and benchmarks for the local programs and work with them to create plans for long-term sustainability. Each site creates an outreach plan for the local community, to ensure the program is well understood and supported throughout the community.

PLANS FOR MONITORING COMPLIANCE

The central AmeriCorps Support Team is responsible for monitoring compliance at each operating site including: the execution of exiting and enrollment within 30 days; completing on-time reports to CNCS; ensuring background checks and member agreements are completed and documented; adherence with prohibited activities; and that each member has a mid-year and end-of-year evaluation. The AmeriCorps support team has knowledge sharing and communication structures in place to communicate to operating site staff about CNCS' compliance requirements.

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All operating site employees are required to go through AmeriCorps training related to compliance and adherence to prohibited activities each spring. We take accountability for their adherence to these policies and make immediate corrective actions when issues arise.

In accordance with AmeriCorps policy, TNTP has developed systems and processes to maintain member records and monitor member participation. Electronic copies of member applications, Member Agreement Forms, and enrollment and background check documentation is stored in a password-protected online database. TNTP also maintains hard copy files for all members, which contain the documents described above and each member's proof of eligibility for AmeriCorps.

DEMONSTRATED COMPLIANCE

In 2012 the Office of Inspector General (OIG), CNCS contracted with CliftonLarsonAllen LLP (auditors) to perform an audit on grant cost and compliance with application regulations for CNCS' funder Federal assistance provided to TNTP.

TNTP used the recommendations offered by the auditor to position us to be an even stronger grantee in the next grant cycle. TNTP responded quickly and proactively to address findings within one year of the audit. Some highlights of corrective actions taken coming out of the audit included:

- Member Agreements: TNTP implemented a rigorous management review of this document that included two senior staff and an attorney. Additionally, our CNCS Program Officer reviewed the document to ensure it met all requirements.
- Evaluations: TNTP developed a robust communications, planning and contingency plan to ensure all members have completed evaluations.
- Background Checks & NSOPR: TNTP revised the procedure for conducting NSOPR searches to ensure NSOPR checks are conducted for all members using their full legal name, covering all 50 states, and doing so before the start of their service. Additionally, four TNTP staff members were trained on the revised procedure.
- Financial systems: TNTP contracted with two online vendors to manage payroll costs, expenses and time tracking.

TNTP is currently in good standing with CNCS.

ENROLLMENT

In the current 2012-2013 grant cycle, we exceeded our 100% enrollment target. This has also been the case in all previous years, with the exception of the 2011-2012 program year.

In 2011-2012, TNTP was originally awarded 755 MSY slots. We filled 100% of these slots. TNTP then accepted 165 excess slots made available by CNCS during summer 2011 that were not being used

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by other programs. We were able to fill 97% of the additional 165 slots. TNTP fell slightly short of enrolling all of the 165 extra slots due to school hiring delays at the sites.

TNTP has developed more sophisticated tracking systems to monitor enrollment progress to position us to meet this goal in the future. We are also working very closely with our district clients on future vacancy projections, and we do anticipate greater need in the future across our sites as represented by available teaching positions for our members by the beginning of the school year.

RETENTION

In 2011-2012, TNTP's retention rate was 85 percent, which is slightly below our 90 percent retention goal. This deviation is the result of smart retention policies that TNTP put in place last year to ensure that only effective teachers remain in the classroom.

TNTP's goal is to ensure that AmeriCorps support is used to bring as many excellent teachers to high need classrooms as possible. Because we work with large school systems that don't have the processes in place to exit teachers who struggle to increase learning for students in the classroom, we believe it is our responsibility to guarantee that we only produce effective teachers and exit those who are not good enough for our children.

This year, we have put in place several performance screens, points in time that teachers must demonstrate strong performance in the classroom with students in order to continue teaching, discussed in the "Evidence-Based/Evidence-Informed" section. We know that a good teacher staying in the classroom is the best thing for students, while a weak teacher staying in the classroom is highly detrimental. Therefore, we strongly believe we must not only recruit excellent teachers and support them to be successful in the classroom, but also remove from the program those who aren't meeting this bar.

In order to ensure members are given the support to become effective, TNTP has made significant improvements to our models for how we select, train, and support teachers over the course of the past year. We hypothesize that these changes will result in stronger retention for us in moving forward. Information about these model changes can be found in the "Evidence-Based/Evidence-Informed" section.

CONSULTATION WITH STATE COMMISSIONS

We value the input and support of each of the State Commissions we work with. In accordance to the NOFO, each of the 14 proposed sites submitted consultation forms and requested meetings to share data on member impact and identify additional opportunities to collaborate on statewide initiatives. The feedback we've received from State Commissions has been overwhelmingly positive

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and supportive of our national grant application.

Budget/Cost Effectiveness

COST EFFECTIVENESS AND DIVERSE FUNDING SOURCES

TNTP is a fixed-amount grantee; we apply for a relatively small amount of grant funding to administer the AmeriCorps program and subsidize central support costs to ensure our models and services are high-quality. We use other resources to fund the majority of our program costs. As a fixed amount grantee, we are not required to submit a budget or the funding match requirement.

We are able to keep a cost-effective budget because programs for which we are requesting AmeriCorps funding are partially or fully funded by partner school districts. This funding structure engages district leadership and staff in the execution of the program, literally investing them in the outcome of their efforts. Partner school districts provide funds for program operations, office space and personnel. In some sites, private organizations and foundations also provide support. These funds allow us to expand the reach of our efforts, grow the size of some programs, and engage community members in the improvement of public education. The combination of district funding, community and foundation backing, and AmeriCorps support represents a sustainable financial model that can ensure our programs affect schools and children in positive and enduring ways. Our approach to cost-effectiveness is also documented in the "Sustainability" section of the grant application.

COMPLIANCE WITH THE MAXIMUM COST PER MEMBER SERVICE YEAR (MSY)

TNTP is requesting far below the maximum cost per MSY and our ask represents no increase from previous years. TNTP respectfully requests 1,600 full-time awards, with a cost per MSY at \$633. This MSY is only 31 percent of the maximum award for professional corps programs (\$2000). According to data available on CNCS' Results of Grant Competitions page, in previous years TNTP has maintained a significantly lower cost per MSY compared to other nationally funded fixed-grant teacher corps programs.

STATE COMMISSION FUNDING SOURCES

TNTP submitted a continuation grant application for an AmeriCorps state grant in Georgia for 115 MSYs totaling \$104,075 in funding. Should we be awarded grants through the GA State Commission process, the MSYs awarded through this national grant request will not be used in Georgia.

SOURCES OF ORGANIZATIONAL FUNDING AND AMERICORPS PERCENTAGE OF BUDGET

An award from AmeriCorps in the amount of \$1,012,800 would represent approximately 2 percent of TNTP's \$54,427,622 FY13 operational budget and 3.8 percent of the \$26,681,843 FY13 New Teacher Effectiveness project budget. Our organizational funding sources for FY13 are:

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Public funding: \$ 38,490,074

Private funding: \$ 15,683,065

Other: \$254,483

Total Revenue: \$ 54,427,622

PAST AMERICORPS FUNDING HISTORY

For the past five years, we have received the following AmeriCorps support:

-In 2012-2013: A continuation AmeriCorps National Fixed Amount Grant for \$477,915 and a continuation Georgia Competitive Grant for \$45,250

-In 2011-2012: A continuation AmeriCorps National Fixed Amount Grant for \$477,915, a Georgia Competitive Grant for \$45,250 and a Georgia Formula Grant for \$27,150

-In 2010-2011: We recompeted and received an AmeriCorps National Fixed Amount Grant for \$477,915

-In 2009-2010: A continuation AmeriCorps Grant for \$416,202

-In 2008-2009: A continuation AmeriCorps Grant for \$416,202

BUDGET ALIGNMENT WITH PROGRAM NARRATIVE AND DESIGN

TNTP's budget is clear, reasonable and aligns with the program narrative and design. The requested budget will directly fund (1) the AmeriCorps Support Team that oversees the management of funds and policies in relation to AmeriCorps, (2) resources to operating sites, and (3) central functions that take work off the sites, allowing them to focus on the AmeriCorps member experience and teacher effectiveness. The responsibility of these functions as they relate to AmeriCorps includes:

-The Finance team supports the development of the budget, audit, and financial compliance requirements

-The IT team maintains our online internal tracking system, TeacherTrack, which supplements the data provided on eGrants to track member application, compliance, and performance data.

-The New Teacher Pipeline team develops recruitment and selection strategies

-The Teacher Training team researches, develops and refines all of TNTP's training and coaching models

-The Assessment and Evaluation team uses research-based strategies to evaluate components of our programs and advises us on data collection and strategy for our grant performance measures.

BUDGET ADEQUACY TO SUPPORT PROGRAM DESIGN AND ACTIVITIES

Based on our years of experience structuring and funding a central support team to support the programming of all of our sites as well as our experience managing our previous AmeriCorps grants

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and other government grants, we have a strong understanding of what will be required to administer this AmeriCorps grant request. We're constantly seeking new ways to lower central administrative costs in order to maximize funding that can be applied to increase the quality of our programs.

As a non-profit entity, primarily supported by fees from clients, TNTP strives to keep budgets as lean as possible while ensuring our operating sites are able to accomplish their goals. In order to be cost effective, we have approached our budget for the AmeriCorps grant with the same process in mind: allotting money to the grant administration and operating sites who manage the AmeriCorps experience while also providing funding for our central support team, which is a cost-effective approach to serve all our sites efficiently.

COVERING THE COST OF CRIMINAL HISTORY AND FBI CHECKS

In most sites, members are responsible for covering the cost of criminal history checks and FBI checks because their school districts require the checks as part of the hiring process. In cases where the background check requirements of the district are less stringent than those of CNCS, we maintain a budget to cover the costs for these members to obtain the required background checks.

Evaluation Summary or Plan

EVALUATION REPORT SUMMARY

As a second-time re-competing national grantee with an average annual grant of less than \$500,000, TNTP conducted a comprehensive internal evaluation of six components of its program drawing on data from the past two years. TNTP submitted the report entitled, "TNTP Evaluation Report of Teaching Fellows Programs 2013" to CNCS on February 5, 2013. Overall, the data collected in this report is positive and provides evidence that our models are effective. A few key highlights include:

-Teacher Training: Nine out of ten teachers agreed that summer training prepared them to be successful in their first year of teaching. 87 percent agreed that receiving feedback from their coach during field experience (teaching summer school) provided the knowledge and skills needed to be effective.

-Classroom Performance: Only 9 percent of teachers were rated by principals as "worse than" or "much worse than" other first-year teachers. Teachers also made statistically significant improvements after each observation. By the end of the school year, 58 percent were rated "developing" and 25 percent were rated "proficient" or above.

EVALUATION PLAN

As an outcomes-focused, data-driven organization, TNTP has an Assessment and Evaluation

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department dedicated to conducting rigorous evaluation of all our projects throughout the year, emphasizing the high standards to which we hold ourselves accountable. TNTP gathers data on each of our programs and conducts national, program level and cross-program research in an ongoing effort to improve teacher outcomes through refinements to our models and approaches. In response to the key takeaways on the "TNTP Evaluation Report of Teaching Fellows Programs 2013", we will focus our upcoming evaluation efforts on:

- Participant quality based on their credentials prior to joining the program;
- The success of our Fast Start models for Selection, Training, and school year Coaching at producing excellent teachers;
- Participant's ability to increase student achievement in the classroom as evaluated by their performance on the Assessment of Classroom (ACE) effectiveness, and;
- Participant program satisfaction.

In the upcoming grant cycle, we will ensure we fulfill CNCS evaluation requirements by conducting an internal evaluation on the focus areas noted above or contracting with an external evaluator if we are receive a grant award exceeding \$500,000.

Amendment Justification

N/A

Clarification Summary

N/A

Continuation Changes

N/A