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Executive Summary

Relay Graduate School of Education requests full-time AmeriCorps Professional Corps members for its innovative teacher residency program, the Relay New Teacher Pathway. In partnership with local public schools in New York, NY and Newark, NJ, Relay GSE will recruit, select, train, and certify recent college graduates as teachers through a comprehensive two-year residency. At the end of their service terms, AmeriCorps members will be prepared and certified to serve as full-time teachers of record, poised for a career improving educational and life outcomes for students in low-income communities.

Rationale and Approach

a. Need

The United States is failing to deliver on its promise of a college preparatory education for all its citizens. Poor children lag nearly four academic years behind their more affluent peers (Reardon, 2011). In 2008, about 68 percent of 12th-grade students in high-poverty high schools graduated with a diploma, compared with 91 percent of 12th-grade students in low-poverty high schools (National Center for Education Statistics, 2010). In our nation's urban communities, there's a less than one in ten chance less privileged children will graduate from college by age twenty-five (Bailey & Dynarski, 2011).

There is an overwhelming and compelling need to improve academic outcomes for public school students in New York City and Newark, NJ -- the communities in which AmeriCorps members will serve through this program. In NYC, the nation's largest school system, 66 percent of students graduated from high school in 2011, with only 60 percent of African American students and 59 percent of Hispanic students earning their diplomas, compared with 79 percent of Caucasian students and 83 percent of Asian students (NYC Department of Education, 2012). In Newark, one of the nation's most disadvantaged communities, where just thirteen percent of adults older than 25 years of age have a college degree and where 31 percent did not even finish high school (U.S. Census Bureau, 2012), only 61 percent of all public school students graduate from high school, compared to 83 percent of all students in the state (New Jersey Department of Education, 2012).

These challenges are not intractable. In fact, when it comes to improving outcomes for young people, research confirms what we already know intuitively: teacher quality matters more for student learning than any other school-based factor. A 2010 analysis of seven years of data from the Los Angeles Unified School District concluded that the role of teachers in students' academic development

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is three times greater than that of the school students attend, and that highly effective teachers routinely propel students from below grade level to above grade level in a single year (Felch, Song, & Smith, 2010).

Sadly, the students who need great teachers the most -- low-income and minority children, particularly those in urban centers -- aren't getting them. A 2006 study concluded that students attending high-poverty schools are far less likely to be assigned effective teachers than students living in more affluent neighborhoods (Clotfelter, Ladd, Vigdor, & Wheeler, 2006). Many teachers in these schools lack the skills and training to succeed and could become effective given a more robust investment in their preparation (Miller & Chait, 2008). As a nation, this injustice persists year after year despite a strong body of research indicating that a succession of high-quality teachers can substantially lower the barriers to realizing academic success typically imposed by poverty (Rivkin, Hanushek, & Kain, 2005).

Not surprisingly teacher turnover is greater in high-poverty schools, where students most need a stable supply of highly effective teachers. On average, these schools lose over one-fifth of their faculty each year (Ingersoll, 2004). While a high rate of attrition is directly correlated with teachers' lack of skills, research also shows that teachers prefer to teach in geographic locations similar to the place where they grew up and in schools where they share the race and ethnicity of the majority of the student body (Boyd, 2003). The majority of teachers serving in low-income schools, however, are not from the same communities and do not share the same ethnicity as their students. In fact, minority students make up 41 percent of the public school population nationally but African American and Latino teachers represent only 15 percent of the teaching workforce (Bireda & Chait, 2011).

Teacher attrition and unpreparedness are two crucial issues that prevent the United States from delivering on its promise of educational equity. But, if the types of training programs available to the aspiring teachers most likely to teach in low-income and minority communities were improved, more students would receive the college preparatory education they rightfully deserve. Additionally, if a stronger effort were made to recruit aspiring educators from low-income communities, students would have a more stable pipeline of effective teachers with a shared experience and a desire to serve their local communities.

b. AmeriCorps Members as Highly Effective Means to Solve Community Problems

Relay Graduate School of Education (Relay GSE) requests 50 full-time Professional Corps

AmeriCorps members for the two-year Relay New Teacher Pathway (RNTP) program. Thirty-five

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AmeriCorps members will serve in New York City and 15 AmeriCorps members will serve in Newark. Full-time AmeriCorps enrollment accurately reflects members' immediate service as full-time teachers-in-training and, later, as full-time teachers.

MEMBER ACTIVITIES & ROLES: The RNTP program addresses the need for better and more diverse teachers in low-income communities by recruiting college graduates from the local community and training them over two years to serve as full-time teachers through a comprehensive residency program. In close partnership with local public schools, the RNTP program prepares aspiring educators through a transformative experience intentionally designed to provide the practical skills and tools necessary to thrive in a high-needs public school classroom.

In the first year of the RNTP program, Residents serve as teachers-in-training and volunteers in one of Relay GSE's high-needs partner public schools. During the first year, each Resident is paired with a Mentor Teacher -- a strong veteran educator who consistently models exemplary teaching practices. Residents spend four or five days per week in the Mentor Teacher's classroom implementing high-impact and effective teaching strategies with students. During a typical day, Residents practice teaching techniques and methods through the following program activities: providing differentiated instruction by tutoring individuals or small groups of students in class material; aiding the Mentor Teacher during whole-class lessons; counseling individuals or small groups of students; planning and administering after-school activities; observing his/her Mentor Teacher and other educators in action; and supporting essential school operations, such as managing homework and attendance systems, supervising meals and other non-instructional times, communicating with students and their parents, and coordinating projects with school volunteers. Residents provide direct service to students daily as soon as the school year begins and gain more responsibility and autonomy in their roles as the year progresses. Throughout this first year, Residents have consistent opportunities to focus on practice, observation, and reflection of effective teaching practices, positioning them to teach full-time the following year.

In addition to their teacher-in-training responsibilities and daily opportunities for practice, Residents enroll in a cutting-edge teacher preparation program at Relay Graduate School of Education -- an institution described in the Winter 2013 issue of the Stanford Social Innovation Review as "decidedly practical" and by Newark's Mayor Cory Booker as "doing exceptional work for children." Residents attend Relay GSE courses -- full-time during the summer before the school year begins, and four to five days per month throughout the year -- with a cohort of other Residents teaching in similar public schools. They learn field-tested teaching techniques and practice with other Residents before

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leveraging what they learn in Relay GSE classrooms in their own classrooms with K-12 students. Relay GSE Residents take classes taught by professors who are all former or current K-12 teachers with remarkable track records of improving outcomes for students in low-income communities. They study teaching techniques by watching clear videos of exemplary teachers throughout the country. Most importantly, Residents receive constant feedback on their instruction from their professors and peers as seen through in-person and video-based observations, creating a quick, cohesive, and consistent feedback loop. [For more information on the Relay GSE training program for Residents, see Subsection e: Member Training.]

After one year, successful Residents are recommended for full-time service as teachers and either continue to work in the same public school or join another school in the same community. In this second year of the RNTP program, Residents assume all of the roles and responsibilities of a full-time first-year teacher. They continue to pursue a Master's degree in teaching from Relay GSE and further develop their skills, knowledge, and mindsets, having already completed a substantial portion of the coursework during the first year.

The proposed program is a stark contrast from the traditional teacher training model -- in which aspiring educators learn to teach full-time before entering the classroom, and from the typical alternate route to certification model in which novice teachers enter the classroom immediately as full-time teachers of record while simultaneously learning to teach part-time. Through the RNTP program, aspiring teachers are immersed in the classroom immediately, engaging in direct service with students with support from an exemplary teacher who ensures that novice educators gradually assume teaching responsibility in a way that matches Residents' skill development. This learning experience is paired with graduate-level coursework and practice at an institute of higher learning that was specifically designed to train teachers for service in low-income communities.

PARTNER K-12 PUBLIC SCHOOLS: Relay GSE's partner K-12 public charter school networks -- Achievement First in NYC and Uncommon Schools in both NYC and Newark -- operate the schools in which Residents serve. Relay GSE currently trains novice full-time teachers from these charter networks entering the profession through Teach For America. These networks encouraged Relay GSE to develop the RNTP AmeriCorps program, hopeful that a more gradual on-ramp to the teaching profession will improve teacher quality and retention in their schools.

The list below details the schools in which AmeriCorps members will be distributed and the percentages of students eligible for free or reduced-price lunch (FRPL) at each school.

New York City:

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Achievement First Apollo -- 81% FRPL
Achievement First Brownsville -- 81% FRPL
Achievement First Bushwick Elementary -- 84% FRPL
Achievement First Bushwick Middle -- 78% FRPL
Achievement First Crown Heights Elementary -- 75% FRPL
Achievement First Crown Heights Middle -- 75% FRPL
Achievement First East New York Elementary -- 78% FRPL
Achievement First East New York Middle -- 76% FRPL
Achievement First Endeavor Elementary -- 77% FRPL
Achievement First Endeavor Middle -- 79% FRPL
Bedford-Stuyvesant Collegiate -- 82% FRPL
Brooklyn East Collegiate -- 84% FRPL
Brownsville Collegiate -- 87% FRPL
Excellence Boys -- 71% FRPL
Kings Collegiate -- 75% FRPL
Leadership Preparatory Bedford-Stuyvesant -- 75% FRPL
Leadership Preparatory Brownsville -- 85% FRPL
Ocean Hill Collegiate -- 89% FRPL
Williamsburg Collegiate -- 80% FRPL
Newark:
Fairmount Elementary -- 85% FRPL
Vailsburg Elementary -- 83% FRPL
West Side Park Elementary -- 84% FRPL
Clinton Hill Middle -- 87% FRPL
Downtown Middle -- 87% FRPL
Vailsburg Middle -- 82% FRPL
West Side Park Middle -- 87% FRPL

There is a clear need for more and better teachers in these communities. Each school has a percentage of students eligible for free or reduced-price lunch well above the national average of 43% and the state-wide averages of 44% in New York and 29% in New Jersey. Over the past four years, Relay GSE operated training programs for full-time teachers in both NYC and in Newark and received ongoing input from teachers, parents, politicians, and community leaders that novice

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educators in the community need and would benefit from a more gradual pathway into the profession, along the lines of the one described in this application.

VALUE-ADD OF AMERICORPS: Partnering with AmeriCorps will make Relay GSE a stronger institution and enhance the appeal of the RNTP program to aspiring educators. First, the institution will join the outstanding national network of AmeriCorps partner organizations working relentlessly to improve outcomes in education and other fields. Relay GSE AmeriCorps members would become part of a significant and prominent national movement to effect societal change through performing vital community service. Second, as AmeriCorps members, Residents will be able to leverage up to two Segal AmeriCorps Education Awards, a critical component of Relay GSE's ability to recruit promising college graduates for the RNTP program. The opportunity for Residents to leverage \$5,550 for each of their two terms of service to pay back undergraduate student loans or use towards graduate-level coursework makes the RNTP program a more viable option for college graduates -- especially first-generation graduates and those from low-income communities -- searching for a promising, rewarding, and fulfilling career path.

c. Evidence-Based/ Evidence-Informed & Measurable Community Impact

EVIDENCE-BASED INTERVENTIONS: Through the Relay New Teacher Pathway, AmeriCorps members are engaged in critical, evidence-based service activities. The idea of a teaching residency, which pairs strong training, mentoring, and opportunities for reflection with clear pathways into urban teaching, is an integral component of a better future for low-income students and the schools serving them. In 2008, Stanford's Linda Darling-Hammond said, "The teacher residency model holds particular promise for addressing the problems of teacher preparation, recruitment, and retention for high-need districts -- and may constitute one of the most important reforms of teacher education." (Darling-Hammond, 2008)

A recent investigation of the Boston Teacher Residency, an AmeriCorps grantee operating a practice-based preparation program in which aspiring educators work alongside a mentor teacher in a low-income school for a year before becoming teachers of record, provides strong evidence for the residency model. Through the study, researchers found that program graduates were initially only as effective at raising student achievement as other novice teachers, but they became more effective than their peers over time. Those who completed the residency program improved their performance so rapidly that by their fourth and fifth years in the profession, their students outperformed those of veteran teachers in the same school and district. The study also determined that individuals who went

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through the program were more racially diverse and were more likely to teach after five years than other teachers that began teaching in the district at the same time (West, Fullerton, & Kane, 2012). Thus, when brought into the profession through a residency program, new teachers are more likely to be racially diverse, are more likely to teach longer, and are more likely to ultimately outperform others, significantly improving the learning outcomes for the students they serve.

Relay GSE's teacher training programs have been specifically designed to give teachers opportunities to learn, practice, and master the pedagogical techniques and strategies that are associated with students' achievement gains. The teaching techniques and strategies at the core of Relay GSE's curriculum emerge from the best practices of effective teachers of high-need students. Relay GSE's curriculum emphasizes both general pedagogy and pedagogical content knowledge; teachers with proficiency in both domains have been associated with student achievement gains and increased student interest and motivation (Aslam, 2011). Relay GSE emphasizes instructional practices focused on proven essential requirements of teaching such as planning, delivery, and assessment, as well as skills that are subject-, grade-, and experience-specific (Burn, 2007).

Additionally, Relay GSE's professors are master teachers who have demonstrated success in teaching high-need students. Their expertise and years of experience make them uniquely positioned to be effective teacher educators. Professors model effective techniques and strategies and work with small groups of teachers to provide the kinds of instruction, mentorship, and guidance that are positively associated with the success of novice teachers (Barrera, 2010). As a result, professors provide instruction that is based on and responsive to teachers' experiences in actual classrooms and that targets the common struggles faced by novice teachers (Siebert, 2006).

MEASURABLE COMMUNITY IMPACT: The Relay New Teacher Pathway addresses the Education AmeriCorps priority area and will use the national performance measures. Since the goals of the RNTP program are to develop skilled individuals to serve as teachers and to improve academic outcomes for children in low income communities, Relay GSE will track the retention of its Residents in teaching positions and, using data collected and submitted by Residents, measure student achievement in each Resident's classroom.

By the end of the grant period, Relay GSE expects to increase the supply of certified, well-trained, highly effective teachers for service in public schools in NYC and Newark. Additionally, residents who complete the program will have led their students to significant learning gains as measured by academic assessment data collected from Residents. At the end of their AmeriCorps service terms, Residents will know precisely how much each of their students achieved and will be able to quantify

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precisely their overall impact on the community.

To measure the efficacy of its program, teachers enrolled in Relay GSE compile a comprehensive Master's Defense portfolio before graduation. This capstone project contains teacher-level student achievement data that allows the institution to aggregate K-12 student achievement data to measure the success of graduate students. Relay GSE has systemized its internal processes for regularly collecting data from its teachers, allowing the institution to continually monitor teacher performance and student progress. The schools at which Residents will serve assess their students in the core academic subjects periodically throughout the school year and allow Relay GSE graduate students to leverage these data for reflective and evaluative purposes.

d. Member Recruitment

Relay GSE, under the direction of the AmeriCorps Program Manager and Director of Enrollment Services, will recruit college seniors and recent graduates with teaching aspirations during the 2013-2014 school year to serve as Residents. AmeriCorps members will be enrolled on or after July 1, 2014.

Because the ability to offer Segal Education Awards is an integral component of the RNTP program design and national recruitment campaign, Relay GSE will commence recruitment once the institution receives notification on this application.

Relay GSE will recruit participants through three main avenues: outreach to local college and universities; outreach to local community and education organizations; and relationships with institutions of higher education (IHEs) across the country.

Local Colleges and Universities: Relay GSE will utilize local colleges and universities in and near the communities served by this project to recruit graduating seniors and recent graduates, individuals who have strong ties to these communities. Relay GSE plans to work with NYC Colleges and universities such as Hunter College, Baruch College, Brooklyn College, St. John's University, Queens College, Lehman College, and Fordham University, and Newark colleges and universities like Rutgers University, Seton Hall University, the College of New Jersey, Drew University, Montclair State University, and Kean University.

Relationships with Local Community & Education Organizations: Relay GSE will seek relationships with local youth leadership development organizations -- such as the New York Urban League, Prep for Prep, the Posse Foundation, the Girls & Boys Club, and the Newark Youth Connection -- to recruit graduating college seniors who thrived in these programs. These organizations have large alumni bases with individuals from these communities who want to enter the teaching profession.

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Relationships with IHEs: Relay GSE will work with colleges and universities across the country to recruit graduates interested in entering the teaching position through a residency program, particularly institutions that don't offer undergraduate education programs. Relay GSE will work with each school's career placement office to identify interested individuals and will encourage institutions to recommend interested students from traditionally underserved communities and those who are first-generation college graduates.

Relay GSE will request the resumes of all interested and recommended individuals. The Director of Enrollment Services will review submitted resumes and conduct phone interviews with candidates qualified for the program. The Director will look for applicants who meet the following admission criteria: applicants must present a baccalaureate degree from a regionally accredited institution of higher education; applicants must demonstrate a cumulative undergraduate or graduate grade point average of 3.0 or higher; applicants must exhibit an interest in education and/ or community service; and applicants must have a proven ability to lead through past experience.

If the AmeriCorps Program Manager and Director of Enrollment Services determine an individual as meeting the criteria, they will pass along the resume and notes from the phone interview to the hiring manager at all of the partner public schools. Partner schools have the final hiring decision.

Relay GSE and its partner schools vow to hire Residents who reflect the K-12 student demographics in each school. Nationally, minority students make up 41 percent of the public school population but African American and Latino teachers represent only 15 percent of the teaching workforce (Bireda & Chait, 2011), a paradigm the RNTP program eagerly aims to change.

e. Member Training

Residents admitted into the Relay New Teacher Pathway program participate in an intensive three-week summer Orientation with Relay GSE before beginning service at their placement schools. This Orientation has three primary goals: introduce members to the RNTP AmeriCorps program and to their peers; introduce members to the missions of the Relay New Teacher Pathway and AmeriCorps; and provide Residents with critical skills.

Introduction to the RNTP AmeriCorps Program: Residents receive an orientation to the Relay New Teacher Pathway, including an introduction to Relay GSE's policies and procedures. Members are also given a comprehensive overview of AmeriCorps policies and procedures, including an overview of prohibited activities. Members participate in team-building activities designed to discover the diverse backgrounds of group members and to build cohesion among the group.

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Introduction to the mission of the Relay New Teacher Pathway: Residents explore how their work as AmeriCorps members working in education helps improve opportunities for traditionally underserved communities.

Provide Residents with Critical Skills: Residents begin to complete coursework designed to give new-to-the-profession teachers the critical skills they need as they enter the classroom as novice teachers. Residents work on skills such as instructional tone, lesson planning, working with families, and developing age-appropriate instruction. They learn from professors who are exemplary K-12 teachers who have achieved success in these communities.

In addition to their three-week AmeriCorps Orientation, Residents spend four weeks in on-the-job training with their partner schools before the school year begins and engage in an intensive training program with Relay GSE throughout the academic year. Ongoing training will continue building Residents' skills and provide the concrete teaching techniques necessary to be successful in the classroom. Residents typically meet every Friday throughout the first year of the program and complete a substantial portion of their coursework leading towards a Master's degree. During the second year, when Residents are teaching full-time, they continue to learn the skills they need to be effective teachers but meet less frequently -- two to three times per month for training and practice. Residents also receive school-specific professional development from their school and network leaders on a weekly basis throughout both years.

During their two years in the program, Residents learn exemplary teaching techniques through both in-person and online instruction. Instruction is designed around Relay GSE's five elements of effective teaching: Classroom Culture, Self and Other People, Student Growth and Achievement, the Teaching Cycle, and Content Knowledge. The scope and sequence of Relay GSE instruction matches the developmental needs of novice teachers, starting with topics like classroom management and lesson planning and progressing to more advanced topics like questioning and creating joy in the classroom.

The list below illustrates a sampling of course topics from each training term.

Summer 1 (Pre-service): Introduction to Lesson Planning; What to Expect from your Students; Introduction to Classroom Management; Building Cultural Responsiveness; Working with Families; Content Knowledge.

Fall 1 (In-service): Tracking Student Progress and Using Data to Drive Instruction; Getting to Know Your Students, School, and Community; Designing Assessments; Lesson Openings and Introduction to New Material; Engaging All Students; Questioning; Content Knowledge.

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Spring 1 (In-service): Teaching Diverse Learners and Students with Special Needs; Measuring Student Achievement; Writing Strategies; Teaching Character Strengths; Infusing Purpose and Joy into Lessons; Content Knowledge.

Year 2 (In-service): Developing Academic Goals for Students; Helping Students Meet Academic Goals; Content Knowledge.

To receive a Master's degree from Relay GSE, teachers must produce a Master's Defense which demonstrates how they have led the group of students they teach to meaningful academic gains. Residents' coursework, including the Master's Defense, will be assessed by the Director of the RNTP and other faculty members. [Please see Program Design Subsection C: Evidence-Based/ Evidence-Informed & Measurable Community Impact for additional details on the Master's Defense.]

f. Member Supervision

Due to the unique nature of the Relay New Teacher Pathway, Residents spend significant time both within their placement schools and completing coursework at Relay GSE. To ensure that Residents are adequately supported in both settings, Residents are supervised by full-time staff members both in their placement schools and at Relay GSE.

In their placement schools, Residents are under the direct supervision of their Mentor Teachers (one Mentor Teacher per Resident) and a member of the school administration (the principal or one of the vice principals who oversees all Residents at the school). Potential mentor teachers will be recommended by leaders at each partner school. Relay GSE will then conduct interviews and observe each potential mentor teacher in the classroom before determining his or her suitability for participation in the program. Mentor Teachers will be paid a modest stipend and are ultimately responsible for the daily development and guidance of Residents. The school administrator supervises the Residents' relationship with his or her Mentor Teacher and ensures that Residents' daily roles and responsibilities are aligned with the expectations of the RNTP program.

At Relay GSE, Residents are supervised by the Director of the Relay New Teacher Pathway and the AmeriCorps Program Manager. The Director -- selected for his/her track record of strong classroom teaching and proven ability to teach novice educators -- serves as Residents' primary instructor, provides feedback on course assignments, and continually monitors the progress of all Residents to ensure they develop teaching skills. The AmeriCorps Program Manager provides administrative support to the RNTP programs in each region and ensures member compliance with all AmeriCorps member regulations and prohibited activities.

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The Director meets monthly with the Residents' school-based supervisors to ensure that Residents are developing appropriately. School administrators are expected to report any concerns to the Director, and the Director is responsible for addressing situations where Residents fail to comply with AmeriCorps guidelines. Relay GSE will develop a document that outlines these policies and guidelines for Residents and will include this as part of the required AmeriCorps Orientation.

The Director and AmeriCorps Program Manager will facilitate training in June and mid-year training in January for all school placement supervisors. This orientation will include a review of the RNTP program's policies and procedures, inclusive of AmeriCorps policies, and outline strategies and approaches for Resident development.

The Director of the RNTP is selected for his or her record of incredibly strong classroom teaching and demonstrated experience teaching or leading adults. The Director of the RNTP will be supervised by the Relay GSE Dean, Mayme Hostetter, who is widely-regarded as a national leader in teacher preparation and currently oversees the Relay GSE faculty.

g. Member Experience

In the long-term, the Relay New Teacher Pathway experience will transform Residents into lifelong advocates for children in low-income communities. While enrolled in Relay GSE Residents learn firsthand that excellent teaching can be learned and mastered through training, support, and practice. Through this process, Residents will understand that they have the power to close the achievement gap and will learn that they can alter the trajectory of the young people they serve.

To build a force of effective community members, Relay GSE will: train aspiring teachers through an intensive two-year program that leads to an immediate provisional certificate and, ultimately, a Master's of Arts in Teaching, thereby positioning AmeriCorps members for long-lasting teaching careers; require Residents to demonstrate achievement gains in the students they teach in the second year of the Residency; host a pre-service AmeriCorps Orientation in July of the first year that covers the responsibilities and benefits of being an AmeriCorps member and details prohibited member activities; support Residents through two years of ongoing professional support and development; engage Residents after their first year in the program by providing career networking opportunities and promoting careers as long-term teachers in low-income communities; and support Residents in their volunteer work, such as hosting family nights in their classrooms for their students' parents, attending family potluck dinners, and recruiting students for their schools through door-to-door recruitment weekends.

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Residents' coursework at Relay GSE provides structured opportunities for participants to reflect upon and learn from their service as teachers-in-training and community volunteers. Relay GSE will encourage Residents to keep journals for ongoing self-reflection, and will create group activities in which Residents can share and learn from each other's experiences.

Relay GSE enrolls hundreds of AmeriCorps members annually as graduate students through programs such as Teach For America, TNTP's New York City Teaching Fellows, and Citizen Schools. Relay GSE will create opportunities for Residents to interact with these AmeriCorps members from other programs and learn about their experiences. Relay GSE will also seek partnerships with outside organizations in New York and New Jersey that host AmeriCorps member to create opportunities for Residents to network and engage with other national service participants. Relay GSE is eager to connect AmeriCorps members to the various opportunities for AmeriCorps members to come together nationally.

To assist Residents in identifying as AmeriCorps members, Relay GSE will provide Residents with t-shirts that bare the AmeriCorps logo. Residents will also post an AmeriCorps sign in their classrooms to signal to parents and community members their involvement in the program.

h. Volunteer Generation

By partnering with AmeriCorps, Relay GSE hopes to expand its robust efforts to fully engage community volunteers at its partner public schools. Relay GSE intensively trains graduate students with effective, concrete strategies to engage their students' families and other community members in their classrooms and schools. Family and community members are encouraged to act as volunteers to tutor, read to, and mentor K-12 students.

Relay GSE's partner schools also encourage and incentivize teachers to volunteer in their communities and engage family and friends in the life of their schools. Relay GSE graduate students routinely run school- and community-based activities that would not exist if not for them. These activities -- everything from sports teams and book clubs to cultural field trip groups and student orchestras -- enrich the lives of students and allow them to participate in the very same activities their more affluent peers enjoy. In addition, graduate students gain additional leadership experience by overseeing these initiatives. The Director of the RNTP will maintain close supervision of Residents to ensure that they do not participate in prohibited or unallowable activities.

i. Organizational Commitment to AmeriCorps Identification

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Relay GSE has a strong commitment to branding national service and commits to using the AmeriCorps name on its websites, relevant service gear, and relevant public materials.

Organizational Capability

a. Organizational Background & Staffing

MISSION & BRIEF HISTORY: The mission of Relay Graduate School of Education is to teach teachers to develop in all students the academic skills and strength of character needed to succeed in college and life. Relay GSE began as Teacher U, a two-year practice-based teacher preparation program incubated at the Hunter College School of Education in New York City. Between 2008 and 2012, the program awarded master's degrees to three matriculating classes totaling more than 350 in-service novice teachers. In February 2011, on the basis of its early track record of training highly effective teachers, the New York State Board of Regents granted Teacher U permission to operate a new, independent Institution of Higher Education -- Relay Graduate School of Education. The name "Relay" was selected from the body of research that finds that having multiple effective teachers in succession -- a relay -- can positively impact a students' life.

Relay GSE currently operates two part-time training programs serving over 600 in-service full-time teachers -- a two-year Master's of Arts in Teaching program in NYC and a one-year alternate route to certification program in Newark. The institution has petitioned the New Jersey Office of Higher Education in order to grant Master's degrees in New Jersey and expects to have higher education status in the state by the summer of 2013.

ORGANIZATIONAL STAFFING: Relay GSE has the experience, staffing, and management structure to plan and implement the proposed AmeriCorps program. As a 501(C)3 non-profit organization, Relay GSE is managed by its own Board of Trustees, responsible for overseeing both operational and academic leadership and for securing philanthropic funds to support the institution. The Board meets quarterly and is responsible for the hiring and evaluation of the President and for setting all governance policies.

Relay GSE's faculty and staff members are exemplary veteran educators, business professionals, technology experts, and administrators. Co-Founder and President Norman Atkins and Chief Operating Officer Tim Saintsing oversee a staff organized around several academic and teacher support departments: the Office of Teaching and Learning -- overseen by Provost Brent Maddin and Dean Mayme Hostetter -- includes all faculty members and employees responsible for the design, development, delivery, and ongoing modification of Relay GSE's innovative teacher training programs; the Office of Technology Support -- overseen by Chief Information Officer Mike LaRosa --

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includes all employees responsible for developing and maintaining Relay GSE's online learning platform, online library of exemplary teaching videos, and other technology projects associated with Relay GSE's teacher training programs; the Office of Enrollment Services -- overseen by Chief Operating Officer Tim Saintsing -- interfaces with K-12 schools to coordinate the recruitment, matriculation, and certification processes for all students enrolled in the institution; and the Office of Student Financial Services -- overseen by Chief Financial Officer Yvonne Chao -- performs all activities related to Relay GSE's fiscal management and administers federal financial aid to eligible students.

GRANT MANAGEMENT: The RNTP AmeriCorps program will be staffed by capable administrative and instructional staff members. Directly responsible for the programmatic side of the AmeriCorps grant -- including creating and delivering training and support materials; coordinating and implementing AmeriCorps Orientation; collecting and auditing program files and tools; managing member service enrollment and qualifications; monitoring members' progress through their service terms; interfacing with partner schools for evaluations and service-hour timekeeping; and reporting to and meeting with our AmeriCorps Program Officer -- will be a centralized AmeriCorps Program Manager whose primary responsibility is to oversee and implement the institution's AmeriCorps grant. This individual will receive support from the regional Directors of Operations in NYC and Newark. The AmeriCorps Program Manager will be overseen by the Chief Financial Officer who will also provide fiscal oversight of grant funds.

Because Relay GSE is not currently a direct AmeriCorps grantee, the institution will work urgently to hire an AmeriCorps Program Manager if its application is successful. Among other characteristics, this individual will have prior experience managing AmeriCorps and other federal assistance programs, will have a strong background in finance, business operations, and management, and will have impeccable attention to detail.

Relay GSE has the internal capacity to perform a program evaluation. The institution's Director of Research -- Dr. Billie Gastic -- and her team of faculty researchers consistently evaluate Relay GSE's teacher training programs for their efficacy in preparing teachers to significantly raise their K-12 students' annual achievement. Evaluations of the program are conducted on a quarterly basis and focus on multiple key areas, including general instructional effectiveness, curriculum rigor, and administrative support for students.

PRIOR AMERICORPS EXPERIENCE: Relay GSE is not a current direct AmeriCorps grantee. However Relay GSE's predecessor organization, Teacher U, operated for four years as a sub-grantee

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of Hunter College's Urban Teacher Partnership program, which is AmeriCorps-sponsored. Many Relay GSE staff members -- including those from the Office of Financial Services and the Office of Enrollment Services -- have prior experience ensuring compliance with AmeriCorps member policies. Now, as a stand-alone, independent Institution of Higher Education, Relay GSE hopes to leverage AmeriCorps members to recruit a more diverse pool of aspiring teachers and offer a more gradual, comprehensive pathway into to the profession.

b. Sustainability

FINANCIAL SUPPORT: Since Relay GSE's formation as an independent institution in February 2011, Relay GSE has secured grants of various sizes from a diverse pool of foundations and individuals. The institution has received philanthropic funding from the Bill & Melinda Gates Foundation, NewSchools Venture Fund, the Carnegie Corporation of New York, the Robin Hood Foundation, the Laura & John Arnold Foundation, the Charles & Lynn Schusterman Family Foundation, the Credit Suisse Americas Foundation, the J.P. Morgan Chase Foundation, the Hollyhock Foundation, the Hertog Foundation, Emerson Collective, the Carson Family Charitable Trust, and others. Relay GSE also receives funding from the schools and charter networks that employ full-time teachers enrolled in Relay GSE. Full-time teachers enrolled as graduate students in Relay GSE's programs pay modest tuition for their training, roughly \$4,000 - \$6,000 per graduate student over the course of the two-year program. These funds support Relay GSE's \$11.4M annual operating budget. Since there is no match requirement for Professional Corps grantees, Relay GSE will allocate all grant funds to cover expenses associated with RNTP program implementation. Relay GSE is confident that it has secured the financial resources to support implementation of the AmeriCorps program and, given its track record of securing philanthropic funding, can sustain the program's impact over the long run.

COMMUNITY STAKEHOLDERS: As an institution, Relay GSE is truly a collaborative effort, not just with Relay GSE and its partner public schools, but also with school districts, community non-profit organizations, and foundations. Teachers enrolled in Relay GSE benefit from the expertise of Relay GSE faculty and from veteran teachers who bring their considerable experience in education and public service to novice teachers in our program. Non-profit organizations and foundations also collaborate with Relay GSE in support of our innovative teacher training programs. Development of the RNTP program is a collaborative effort between the partner public schools and Relay GSE.

c. Compliance and Accountability

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Relay GSE will monitor member and service site compliance with all AmeriCorps programmatic requirements through its AmeriCorps Program Manager and other full-time grant management employees. The institution has well-documented systems and processes for internal audits, randomized file sampling, and centralized tracking systems for all program materials. The team responsible for AmeriCorps grant management and oversight is small enough to function collaboratively, but robust enough -- and governed by formal structures -- to provide each department with the necessary checks and balances required for strict compliance with the terms of AmeriCorps membership.

To govern the restrictions of the use of AmeriCorps assistance and to establish an understanding of the prohibited activities for AmeriCorps members, all Residents will be required to sign the Member Agreement prior to their service terms. This agreement is signed after members have attended the required AmeriCorps Orientation that describes the benefits of enrollment and prohibited activities associated with enrollment. Adherence to the Agreement is monitored by Relay GSE's AmeriCorps Program Manager and Director of the Relay New Teacher Pathway. The institution will reinforce these requirements through its routine e-mail communications, frequent meetings, and ongoing discussions with Relay GSE staff.

Due to the number of partner school sites at which AmeriCorps members will serve, Relay GSE will provide technical assistance to Residents and their schools to inform them of their responsibilities associated with complying with Relay GSE's AmeriCorps grant. Much of the information provided to service members will be included in the pre-service Orientation.

Relay GSE and its partner public schools and networks do not engage in restricted lobbying activities. Relay GSE is an independent, degree-granting Institution of Higher Education accredited by the Middle States Commission on Higher Education. Relay Teaching Residents will begin as part-time teachers-in-training and will then pursue full-time employment at the end of one year. School partners and networks will select RNTP Residents under their local hiring policies and in concert with Relay GSE's student admissions and AmeriCorps member criteria.

CONSULTATION WITH STATE COMMISSIONS: Relay GSE has consulted with the state service commissions in New York and New Jersey. We have shared information about our members' service activities and, in conjunction with this application, have submitted the consultation documentation requested by each commission.

MEMBER SERVICE SITES: Member service sites are partner public schools in NYC and Newark with high-needs student populations. [For a list of these member service sites, please see Program

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Design Subsection B: AmeriCorps Members as Highly Effective Means to Solve Community Problems.]

Budget/Cost Effectiveness

Relay GSE requests \$85,000 for the Relay New Teacher Pathway program. This request reflects a Member Service Year (MSY) cost of \$1,700 for 50 Residents (50 Residents x \$1,700 per MSY = \$85,000). Relay GSE's proposed MSY reflects a savings of \$300 from the maximum MSY for Professional Corps grantees of \$2,000.

Members will receive salaries and the associated benefits from their placement schools. As Professional Corps members, salaries will exceed the minimum for full-time members during the first year of the program. In the second year, Residents will receive a salary reflective of a first-year teacher's salary from their schools. Because partner schools provide salaries and benefits to Residents -- and fund the modest stipends Mentor Teachers receive -- Relay GSE's program expenses reflect only the cost of recruiting, supporting, and providing ongoing teacher training to Residents.

Relay GSE spends approximately \$8,025 per Resident per year, for a total annual program cost of \$401,250 for 50 Residents. After applying \$1,700 per Resident in CNCS funding, Relay GSE must raise an additional \$6,325 per Resident, for a total cost of \$316,250 for 50 Residents. Relay GSE plans to raise the remaining program costs through the help of its aforementioned philanthropic partners. Relay GSE will cover all expenses associated with conducting criminal history and FBI background checks on all Residents. As a non-profit organization, Relay GSE strives toward responsible fiscal stewardship and maintains tight compliance with philanthropic funding guidelines.

The budget for this program is an adequate use of federal assistance. Partner schools provide members' salaries and Relay GSE leverages philanthropic support to cover all of its program-related costs beyond those covered by federal assistance. CNCS funds will exclusively support member recruitment, member support, and AmeriCorps grant management. Moreover, partnering with AmeriCorps will support Relay GSE's larger effort to attract a more diverse group of aspiring educators by being able to offer Segal Education Awards to its members. Through this program, Relay GSE will create an enduring pipeline of highly effective teachers with a shared experience and similar background as students in low-income communities.

Evaluation Summary or Plan

N/A -- Relay GSE is a new applicant.

Amendment Justification

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N/A

Clarification Summary

N/A

Continuation Changes

N/A