

# Narratives

## Executive Summary

Teach For America-Ohio provides a critical source of well-trained teachers who are helping break the local cycle of educational inequity. Corps members teach for two years in low-income schools in Greater Cleveland, Cincinnati, Dayton and Covington, going above and beyond traditional expectations to help their students achieve at high levels. By the end of the 2013-2014 school year, the CNCS investment of \$360,000 will assist 180 corps member significantly improve the educational outcomes for nearly 11,000 students.

## Rationale and Approach

A. NEED: Children in areas of Ohio are not receiving the educational opportunities that will prepare them to compete with their more affluent peers across the state, and nationwide. In the communities that we serve, the current landscape is one in which geography dictates life trajectory.

For the over 47,000 students in poverty in Greater Cleveland, the educational prospects are bleak almost from the start. According to Kindergarten Readiness Assessments (KRAL), only 20% of low-income students are prepared for enriched kindergarten instruction compared to over 60% of their higher income peers. This gap extends throughout grade school with only 30% of low-income students who tested proficient or above for reading in 5th grade compared to 94% of their higher income peers. Only 52% of low-income students in Cleveland graduate high school in 4 years compared to 94% of their higher income peers. Additionally, of those who do graduate, most low-income students (78%) are not prepared for college instruction compared to only 24% of their high-income peers. Similarly, in Cincinnati only 32% of low-income students are prepared for enriched kindergarten instruction compared to 74% of their higher income peers. This gap extends throughout grade school with only 47% of low-income students who tested proficient or above for reading in 5th grade compared to 94% of their higher income peers. Additionally, only 60% of low-income students in Cincinnati graduate high school in 4 years compared to 97% of their higher income peers. Sadly, of those who do graduate, most low-income students (79%) are not prepared for college instruction compared to only 16% of their high-income peers. In Dayton, only 19% of low-income students are prepared for enriched kindergarten instruction compared to over 72% of their higher income peers. Also, only 46% of low-income students who tested proficient or above for reading in 5th grade compared to 94% of their higher income peers. Again, of those who do graduate, most low-income students (77%) are not prepared for college instruction compared to only 25% of their high-income peers (Source: 2006-2010 American Community Survey, Ohio Department of Education 2009. 2010. 2011).

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In April 2012, The U.S. Department of Education designated the following nine areas as teacher shortage areas in the state of Ohio: Art, English/Language Arts, Foreign Language, Mathematics, Science, Social Studies, Special Education, Speech Pathology, and Teaching English as a Second Language (TESOL). In the 2012 -- 2013 year, Teach For America- Ohio placed teachers in 7 of the 9 areas (Art and Speech Pathology excluded). We provide a critical source of talent by placing corps members in these schools and districts in subject areas designated as having teacher shortages (US Department of Education -- Office of Postsecondary Education - Teacher Shortage Areas).

We chose to serve this population because of the short and long-term repercussions of perpetuating an achievement gap between low-income students and their peers in wealthier communities. For example, a less educated person is more likely to earn less and be less civically engaged; a high school dropout is five to eight times more likely to be incarcerated than a college graduate. Because African-American, Latino, and Native American children are three times as likely to live in a low-income area, children of color are disproportionately impacted by this inequality ("America's Children in Brief: Key National Indicators of Well-Being, 2008," Federal Interagency Forum on Child and Family Statistics).

B. AC MEMBERS AS HIGHLY EFFECTIVE: While the problem is daunting, Teach For America-Ohio(TFA-Ohio) addresses the achievement gap by placing members as the teacher of record in low-income classrooms. A member's typical day includes teaching a full class schedule, lesson planning, participating in professional development, and often leading extracurricular activities.

Corps members' daily experience vary depending on the unique need of their placement. Typically, corps members arrive an hour before class begins to prepare for the day. From the beginning of the school day, which usually begins around 8:30 am, corps members are leading and co-teaching classes. Elementary, self-contained, teachers lead teach the same cohort of students throughout math, language arts and science content throughout the day. Secondary teachers focus on one content area for several cohorts of students. After the school day ends, corps members spend time collaborating with fellow teachers and preparing lessons plans for the next day. The corps members work relentlessly adapting their schedule to the differing ways the achievement gap manifests in their placement site. Through these daily actions, corps members influence the prevailing ideology by demonstrating that children in low-income communities can achieve at high levels.

AmeriCorps membership is a critical component of TFA 's recruitment and expansion efforts, particularly in increasing the diversity of our corps. We have seen that when teachers share the same background as their students, they have the potential to have an additional impact because they are uniquely positioned to serve as models of the potential for success. As a result, we place a particular

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focus on attracting and fostering the leadership of the individuals who share the racial and/or socioeconomic backgrounds of the students we teach -- 90% of whom are African-American or Latino children living in low-income communities.

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

To continue our efforts, TFA-Ohio is requesting 180 full-time education award slots. Full-time enrollment in AmeriCorps accurately reflects our members' service as full-time teachers.

C. EVIDENCE BASED AND MEASURABLE IMPACT: TFA corps member activities work to alleviate the three causes of the achievement gap: (1) additional problems faced by children in low-income communities, (2) the need for additional capacity in schools to combat these challenges, and (3) prevailing ideology that students from low-income communities cannot succeed at the same levels as their wealthier peers. Our theory of change guides corps member activities by addressing the three causes of the achievement gap in three key ways.

First, corps members commit to teaching two years in low-income schools throughout Ohio, providing a critical source of teachers who help ensure their students have the educational opportunities they deserve, despite compounding socioeconomic factors.

Second, our corps members are charged with improving the academic achievement of their students. In succeeding with their students, members gain added conviction that educational inequity is a solvable problem and influence the prevailing ideology by demonstrating that children in low-income communities can achieve at high levels.

Third, our network of more than 28,000 corps members and alumni -- work directly for change at every level of our education system, take the pressure off schools through endeavors in public health and law, and influence priorities and policies as advisers and elected officials.

Teach For America is excited to have launched in the state of Ohio in 2012 and we are focused on ensuring that the state's low income students have access to a great education. We are hopeful that our first group of corps members can build on the outstanding legacy of corps members who come from the state of Ohio.

Additionally, a growing body of rigorous research demonstrates that TFA corps members are highly

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effective classroom teachers. The most rigorous studies have found that corps members' impact on student achievement exceeds that of other teachers in the same high-needs schools. This is true even when corps members are compared with veteran and fully certified teachers in their fields. The evidence of corps members' positive impact spans multiple regions and subject areas and all grade levels.

Mathematica Policy Research, Inc. released an independent study in 2004 using a research methodology widely regarded as the gold standard. This study found that students of TFA corps members made more progress in a year in both reading and math than would typically be expected and attained significantly greater gains in math compared with students of other teachers, including veteran and certified teachers. ("The Effects of Teach For America on Students: Findings from a National Evaluation," Mathematica Policy Research, June 2004).

Additionally, a 2008-2009 Urban Institute study found that TFA corps members were, on average, more effective than non-TFA teachers in all subject areas, especially in math and science, even when compared with experienced and traditionally certified teachers. Additionally, the study found the positive impact of having a TFA teacher was two to three times that of having a teacher with three or more years of experience (The Urban Institute/CALDER Research Center, 2009).

By the end of the three year cycle, TFA- Ohio aims to increase the effectiveness and impact of our 180 corps members on student achievement and aims to foster a transformative corps member experience resulting in vision driven leadership in the classroom and dramatic academic outcomes for 11,000 students. Using data from previous years to improve our model, we hope to make greater progress toward closing the achievement gap each year. For these reasons, we are opting into the following performance measures: ED2 (target:11,224), ED 5 (target:2,000), ED 12-15 (ED 15 target: 6,300), and ED 17. The targets for these measures were determined by reviewing past data and in alignment with TFA-Ohio's regional student achievement goals.

TFA measures performance based on the impact our corps members have on student achievement. This includes measuring the growth students make throughout the year and/or students' ability to demonstrate mastery of content at the end of the year. Our corps members are expected to progress their students at least a year or more of academic growth per school year. Each corps member administers a diagnostic test in the beginning of the year to each student, and is then required to monitor student growth through ongoing and end-of-year assessments.

To ensure that our corps members lead their students to significant academic growth, we rely on high quality student achievement data from rigorous tests to drive program improvements and

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provide tailored support to corps members. In order to address the complications of cross-contextual comparisons and the need for well-calibrated student achievement data, we have designed a new Student Achievement Measurement System (SAMS), an evidence informed system that focuses on a continuous measure, whereby corps members are evaluated based on the percentage of goal attained. By measuring average corps member impact on a continuous scale, we eliminate the arbitrary focus on thresholds and hold ourselves accountable for the performance of all corps members (e.g. removing the incentives for our program staff to focus their time and efforts on supporting those corps members at the threshold of jumping from limited gains to solid gains, or solid gains to significant gains). SAMS will be used to set classroom goals, guide decision-making, assess student progress, and fuel continuous improvement.

D. MEMBER RECRUITMENT: TFA employs a rigorous recruitment campaign to develop a robust pool of candidates who are rigorously screened for qualities believed to be predictors of successful teachers -- perseverance, ability to motivate others, passion for children, and organization skills . TFA recruits at more than 350 colleges and universities, with aggressive campaigns focused on over 200 campuses. Through this intensive targeted recruitment effort and mass marketing, more than 48,000 people applied to join the 2012 corps. Among this year's applicants to TFA were: 8% of seniors at the University of North Carolina-Chapel Hill, 6% at the University of Michigan-Ann Arbor, 10% at Morehouse College, and 9% at the Ivy League schools.

A crucial piece of our strategy in the region is to ensure a solid contingent of the Teach For America -- Ohio corps is from the state of Ohio. In the 2012 year, 25% of the 2012 Ohio corps grew up in Ohio. In order to continue to build on this great start, we actively cultivate relationships with student leaders at local universities such as Ohio State, Case Western Reserve, and Miami of Ohio.

TFA places a particular focus on attracting and fostering the leadership of the individuals who share the racial and/or socioeconomic backgrounds of the students we teach, 90 percent of whom are African-American or Hispanic children living in low-income communities. We recruit heavily at historically black colleges and universities. Applicants included 10% of seniors at Morehouse College, 8% at Howard University and at the Ivy League schools, one in seven African-American seniors and one in seven Latino seniors applied. Last year, 38% of our 2012 corps were people of color and 35% received Pell Grants.

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

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We recently launched a diversity and inclusiveness committee on our national board. We also incorporate diversity and inclusiveness into manager training for staff and corps member training. Finally, we conduct an internal culture audit and review existing research to enhance our understanding of our organizational strengths and opportunities relative to diversity and inclusiveness that help inform our strategy. E. MEMBER TRAINING: TFA-Ohio corps members engage in an intense ongoing training curriculum, which will begin in June 2013. The bedrock of our training and evaluation model is a framework we call Teaching As Leadership (TAL), which include the six strategies that we have found drive effective teaching: (1) setting an ambitious vision; (2) investing students and families in that vision; (3) planning purposefully to meet ambitious goals; (4) executing plans effectively; (5) working relentlessly to achieve their vision; and (6) continuously reflecting and improving. Each of these strategies corresponds to a series of 28 teacher actions, which comprise the TAL rubric. Our training and support model is based on helping members successfully employ these teacher actions, which happens through the general training timeline listed below.

INDUCTION -- At the beginning of the summer, members spend a week in Ohio learning about the communities in which they will serve. AmeriCorps pre-service orientation is conducted, so members learn about the responsibilities and benefits of AmeriCorps membership before they begin serving.

INSTITUTE -- Next, corps members attend a rigorous five-week residential summer training institute to prepare them for teaching in a low-income classroom. There are two main components of the institute: summer school teaching and curriculum sessions. Members teach as part of a four-person collaborative that is supervised and mentored by both a veteran teacher and TFA staff member who provide regular feedback about their teaching, reflect and refine their practice to ensure that students meet summer school goals. They also observe one another and watch videos of themselves teaching, allowing corps members to see which teaching methods are most effective. Corps members attend daily curriculum sessions where they gain the foundational knowledge needed to become highly effective beginning teachers. We have created our curriculum based on years of research and input from education experts. ORIENTATION -- After Institute, corps members return to Ohio to create their first unit plans, assessments and tools to track their students' progress. With these elements established before the school year begins, our teachers are better prepared to move their students forward.

ONGOING SUPPORT -- Building on the foundation received during the summer training, TFA-Ohio program team provides intensive training and professional development.

Corps members are paired with a Manager of Teacher Leadership Development (MTLD). MTLDS

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conduct observations of the member's class, and provide corps members with feedback and support. They work with corps members to review student data to identify and find solutions to problems or gaps in student achievement. This approach builds corps members' abilities to independently evaluate student outcomes, identify causes of problems, and seek solutions. Members also meet regularly in content- or grade-level-specific learning teams led by experienced teachers to discuss ongoing challenges, share best practices, and work together on professional development. Finally, members participate in certification and/or master's degree programs designed to ensure that members meet state certification requirements. These programs prepare corps members to stay involved in the movement to end educational inequity beyond their two-year commitments.

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

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

As mentioned previously, every corps member is matched with a MTLD -- highly effective TFA alums who manage a cohort of current members, which provides an additional layer of support and a

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high level of supervision to corps members. In total, we will have nine Teacher Leadership Development staff members to support 180 corps members. MTL'D's will manage a cohort of 20 corps members. Our MTL'Ds are corps members' first point of contact with TFA. MTL'Ds provide the following four ways to develop, coach and support corps members: 1. Staff observe classroom instruction once every three weeks (more frequent if additional support is needed) and give observation based coaching. 2. Cohort weekly workshops focused on skill gaps demonstrated by multiple corps members. 3. Saturday professional development sessions focused on leadership development 4. Quarterly data meetings to analyze trends in achievement data and assess progress towards vision and goals. At the end of the year MTL'Ds and corps members analyze student growth based on final assessments.

To be hired, MTL'Ds must have a demonstrated track record of success during their time in the classroom and had to display the characteristics needed to be a successful in this role, such as critical thinking, influencing and motivating, and problem solving. Upon joining staff, MTL'Ds attend a new staff conference and independently participate in 20 hours of online modules before working with corps members. Once MTL'Ds complete their on-boarding process and begin working with members, they engage in the following ongoing trainings: weekly check-ins with their manager; bi-weekly group professional development and skill building sessions; and weekly individualized professional development. G. MEMBER EXPERIENCE: Leading students in low-income communities to achieve significant academic outcomes transforms corps members' sense of possibility and urgency regarding closing the achievement gap. Although just 15% of incoming corps members report that they had an interest in teaching prior to joining TFA, 65% of our nearly 28,000 alumni currently work in education. Additionally, 87% report that they support TFA's mission through career, philanthropy, volunteer work, or graduate study. A 2011 study, conducted by a Harvard University research team, found that corps members are 48 percent more likely to believe that teachers are the most important determinant of success (The Impact of Voluntary Youth Service: Evidence from Teach For America, Will Dobbie and Roland G. Fryer, Jr., 2011).

TFA-Ohio works to reinforce a culture of service by providing opportunities for members to take on increased responsibility. For example, second year members have the opportunity to mentor first year members, and develop and conduct professional development sessions. Additionally, all members are encouraged to work at our summer training institute, welcome new members, and recruit at their colleges and universities. During their service, we host discussions and panels designed to help members reflect on the causes of educational inequity and fostering a sense of responsibility to address

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these issues.

TFA-Ohio provides numerous structured opportunities for corps members to reflect on and learn from their service. Promotion of lifelong service to the community is critical to our vision on how we will positively impact the state of Ohio.

These opportunities empower our corps members through collaboration with each other and the community to think innovatively and invest themselves in closing the achievement gap in Ohio.

Also, reflection is a major component of our teacher development model. Our teachers are regularly observed by teacher coaches with whom they debrief to reflect on the successes and challenges of their work in and out of the classroom. End of year meetings between teachers and coaches are usually the most powerful as they reflect on the arc of their experiences over the course of the year and celebrate their impact on the communities that they proudly serve. Additionally, our corps members reflect and discuss best practices with other members throughout the Professional Learning Community (PLC) groups.

TFA-Ohio values its relationship with AmeriCorps. In instances where there are national or community service projects that bring together members of service programs across our region, we encourage our members to participate and provide support to programs. Further, through their direct access to students, our teachers provide information, encouragement, and support for students to join local youth volunteer programs, thus creating a culture and legacy of civil responsibility and service in the next generation.

We are intently focused on ensuring the corps members become a part of the communities in which they live and work. Currently, corps members are planning annual holiday volunteering opportunities to give back to the communities. Additionally, we are working toward integrating service projects in our regional induction ceremonies to ensure that incoming corps members begin their tenure with Teach For America in a spirit of collaboration with community partners. We are also partnering with local community organizations, such as the Greater Cleveland Congregation, to provide community based professional development to our corps members. We look forward to continuing and growing our partnerships with other AmeriCorps programs and community based organizations to develop new opportunities to bring together our corps members with other service programs.

TFA-Ohio strategically reinforces the AmeriCorps identity and brand with corps members and community members. Prior to their summer pre-service training, corps members receive written materials designed to provide foundational information and history about AmeriCorps as it relates to

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both TFA and the broader AmeriCorps network. These materials enable corps members to gain a basic understanding of AmeriCorps prior to the start of their term of service.

To build upon this information, all TFA-Ohio corps members participate in an AmeriCorps pre-Service Orientation, led by our program staff, which familiarizes them with the benefits and responsibilities of being an AmeriCorps member. During this pre-service orientation, corps members are provided with numerous materials and resources that they can utilize to: (1) gain more information about AmeriCorps; (2) provide information to others about AmeriCorps; and (3) help them to clearly identify as an AmeriCorps member. We continue to reinforce these ideas during regular email blasts and during periodic member general meetings. Orientation sessions and ongoing discussions with program staff help members develop a deeper understanding of what it means to be an AmeriCorps member, including viewing their service commitment as part of a much larger movement.

To further foster esprit de corps and a sense of connection with the AmeriCorps identity, TFA-Ohio plans on implementing ways for our corps members to deepen their AmeriCorps experience. Corps members will be able access a customized Ohio specific AmeriCorps resource page on TFANET-- our private website for corps members and alumni. This will provide an additional opportunity for corps members to engage and reflect. We will post discussion questions, policies, and allow corps members to assist plan service opportunities on this page. We look forward to having AmeriCorps specific sessions at regional induction and orientation. Additionally, we are enthusiastic about the opportunity to invite other AmeriCorps members to professional development, and alumni development opportunities. Finally, corps members will receive and wear a lapel pin while teaching, and display the AmeriCorps logo in a visible place in their classroom.

H. VOLUNTEER GENERATION: We strongly encourage corps members to recruit and involve volunteers in their classrooms. Many of these volunteers are school-wide volunteers that are recruited through school based volunteer programs, which corps members manage or collaborate with other teachers and school administrators. Our corps members are also encouraged to build relationships with their students' families and invite them to volunteer in the classroom. Many corps members also recruit and manage one-time volunteers from the community for help in the classroom, guest speaking opportunities, assistance with special events, and help with extracurricular activities. Second, we involve volunteers through our annual Teach For America Week event. Over the course of a week in late April, TFA-Ohio invites community leaders to present lessons in corps member classrooms. Teach For America Week volunteers bring real world lessons into schools and encourage students to

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set high goals for themselves. Finally, we have built significant capacity to engage our nearly 28,000 alumni in taking greater responsibility for the organization's well-being. This year, about 45% of our total alumni base contributed time or money to the organization.

Corps members provide supervision and instruction to their classroom volunteers to ensure they have clear expectations, goals are met, and that no volunteer is engaging in prohibited activities. Additionally, each corps member signs a statement on both our mid and end of year surveys affirming that they have managed and supervised their recruited volunteers at a level that they can ensure that no volunteer has engaged in prohibited activities. I. ORG COMMITMENT TO AC

IDENTIFICATION: Teach For America has two specific teams, Marketing and Communications, that function to build and strengthen the Teach For America's brand among our most crucial constituencies, including corps prospects, corps members, alumni, staff members, donors, and all media outlets. We will leverage the experience and expertise of these two teams to develop clear strategies and plans to co-brand Teach For America and AmeriCorps. In 2013-2014, we will incorporate an AmeriCorps communications plan for senior leaders at Teach For America. We will work with our Marketing and Communication team to develop and implement a plan that will highlight the importance of our partnership with AmeriCorps and focus on essential speaking points that define our role as an AmeriCorps partner, so senior leaders can clearly communicate about the partnership in aligned ways across the organization. Additionally, our Communication Team will be working with regions to ensure all press kits have the AmeriCorps language present. Our Marketing Team is working to ensure that all stationary, email signatures, signage, and marketing materials have the AmeriCorps logo clearly displayed.

TFA-Ohio will place the AmeriCorps logo throughout the office to indicate that our region is an AmeriCorps program, so that community stakeholders, donors, school administrators, and corps members are able to visibly identify our partnership with AmeriCorps while in the office.

### Organizational Capability

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

Teach For America-Ohio was launched this year (2012). In the spring of 2011, the Ohio legislature enacted to an alternative certification pathway into law which laid the groundwork for TFA to launch

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in the state of Ohio. As a result, in the fall of 2012, Teach For America brought 85 talented and motivated corps members to teach. It is our goal to affect the academic outcomes over 5,000 students this year.

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

In addition, Teach For America values research and internal and external evaluations and understands its place in refining and evolving our program model; and has a team devoted to this field of work. The purpose of our Research Partnerships team is to improve the quality and reach of internal and external research gauging the impact of Teach For America of informing programmatic improvement by building and maintaining relationships with all stakeholders. Through this focus on research, Teach For America seeks rigorous independent evaluations to measure our impact and continually improve our program. Brief summaries of staff positions on this grant can be found below:

Holly Davis and Ben Lindy, TFA-Ohio Executive Directors, are responsible for maximizing the organization's impact in the region by working to establish TFA's presence in the community, ensuring effectiveness of corps members, building a broad and sustainable base of financial support, and raising community awareness. In 2009, Holly was named a Maryland Teacher of Promise. She then joined Teach For America's staff, working as a Manager, Teacher Leadership Development for two years. Ben taught seventh grade social studies for three years in Eastern North Carolina. After graduating Yale Law School, Ben worked for Washington, D.C. Public Schools.

9 MTLDs manage and develop corps members to ensure that they achieve ambitious academic goals

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with their students and work directly with corps members to increase their effectiveness and maximize their impact both in the classroom and beyond their corps experience. All of our MTLs have spent a minimum of two years in the classroom. Michelle Patterson and Peter Clark serve as Operations Specialists where they manage the operations of the Ohio team. This includes supporting the Executive Directors in developing community partnerships, coordinating logistics of placement and certification, and streamlining regional communication.

Duwan Pinder operates as the Manager of Regional Strategy and Partnerships. In this role, he manages the school and district partnerships to ensure corps members have teaching positions.

As outlined above, our regional and national staff capacity is such that it enables us to provide each Teach For America corps member comprehensive training. Each corps member completes a 5-6 week intensive training program prior to entering the classroom. This training program is designed to give corps members hands on experience by actually teaching in a classroom, as well as to learn the skills and values that will prepare them to be leaders and excel in the classroom. Once in the region, each corps member is assigned a Manager, Teacher Leadership Development--a one-on-one coach--who works closely with corps members to further develop teaching and leadership development. In addition, corps members also attend TFA led professional development opportunities throughout the year, many of which are specific to the content and grade level that they teach.

AmeriCorps is a natural fit for our program, since we are a full-time national service program that addresses a serious education issue -- the achievement gap that persists between students in low-income communities and their peers in wealthier communities. Nationally, Teach For America-Ohio has received AmeriCorps Education awards from our National Direct award; however, all operating dollars go toward national expenses and do not go to the region. A state AmeriCorps grant will provide crucial assistance in supporting our corps, fueling future growth of our program in Ohio. An AmeriCorps grant would help increase the socioeconomic diversity of our corps by providing AmeriCorps benefits that offset the costs associated with joining the corps and help members become certified teachers through alternative route programs, and enable members to become part of a state-wide movement to effect societal change.

B. SUSTAINABILITY: TFA-Ohio has had significant experience raising the necessary resources to run our program from a variety of sources: foundations, corporations, individual donors, and public sources. We actively seek to grow funding across all sources going forward and expand across Ohio where both funding and placement opportunities exist.

In order to bolster our current financial position, we plan to continue to cultivate our launch

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funders so that they become long term supporters of TFA-Ohio and we plan to build additional relationships particularly within the individual and corporate areas over the next year.

Our program's impact and funding success is directly attributed to our community partnerships and relationships. Relationships with schools and districts are essential for placing corps members in areas where they are most needed. Partnerships with the community have led to a significant amount of funding, and have raised the profile of the achievement gap as a solvable problem. We leverage these partnerships to build relationships with other individuals and entities to deepen the impact our members have on students in low-income communities.

Not only are we building supporters and champions in schools and communities, but some of our most significant supporters are donors, ranging from major local foundations (Cleveland Foundation, Greater Cincinnati Foundation) and smaller local foundations (Nord Family Foundation, Thomas J. Emery Memorial Foundation) to major local corporations (PNC Bank, Procter and Gamble) We firmly believe in diversifying our funding in order to ensure the continuation of our programming. To that extent, our funding portfolio represents a wide distribution of sources: in Cleveland we are funded 79% by local foundations, 8% by school partnerships, and 12% by public funding. In Cincinnati/Dayton we are funded 37% by foundations, 33% by corporations, 15% by public funding, and 14% by school partnerships. Our priorities for future fundraising are two further diversify our funding streams by building a cadre of individual supporters and further building on our foundation and corporate portfolios.

Teach For America will continue to meet the needs of our communities through the capacity-building and knowledge sharing efforts of our corps members and alumni. TFA corps members and alumni are at the forefront of accelerated academic achievement in Ohio. Our corps members exhibit tremendous talent, commitment, innovation, and leadership which are all integral to our meaningful progress in the movement for educational equity. Additionally, as teachers, school leaders, social entrepreneurs and elected officials, TFA alumni are building the capacity of their communities to take on the root causes of educational inequality. Further, our staff, corps members and alumni often provide principals and district leaders with technical assistance around the recruitment, training and support of teachers.

TFA-Ohio's impact on closing the achievement gap is dependent upon our ability to form partnerships with local school districts, charter networks, and certifying bodies, in addition to building a large and sustainable base of supporters. Our partner districts identify their staffing needs each spring and request our assistance in meeting them. We foster an ongoing relationship with each

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partner by conducting meetings with principals and the superintendent to ensure that they are satisfied with our teachers' performance. Currently, we place teachers at Cincinnati Hamilton County Community Action Agency, Cincinnati Public Schools, Impact Elementary, CSR Academy, Dayton Early College Academy, Dayton Leadership Academies, Lighthouse Community School, P.A.C.E. High School, Miami Valley Child Development Centers, National Heritage Academies, Covington Independent Schools, Breakthrough Charter Schools, ICAN Charter Schools, Imagine Schools, Constellation Schools and Stepstone Academy. Once placed, our corps members are certified with a 4-year Resident Educator license once they have passed the requisite certification exams, completed summer institute, and have secured employment with one of our district or charter school partners. Additionally, corps members have the option of pursuing a Master's Degree in Education at the University of Cincinnati or a Master's Degree in Urban Teaching at Cleveland State University.

**COMPLIANCE & ACCOUNTABILITY:** As a long time AmeriCorps grantee Teach For America has developed strong systems to ensure grant compliance internally, with corps members, and at their placement sites. Teach For America's national AmeriCorps Team will provide training and technical assistance to all regions, which includes ongoing technical assistance and communications around AmeriCorps rules and regulations including those related to prohibited activities. Through bi-weekly check-ins with our national team, TFA-Ohio will be able to leverage the expertise of these individuals to update and create new systems and tools to ensure compliance. To ensure compliance at our placement sites, TFA-Ohio will provide extensive pre-service and ongoing training to both corps members and school administrators. These trainings will be designed to communicate AmeriCorps rules and regulations, as well as assist corps members and site supervisors to make well informed decisions regarding the members' activities to successfully maintain compliance. Additionally, TFA-Ohio's program team will be trained on both acceptable and prohibited AmeriCorps activities so they are equipped to reinforce these ideas to corps members, as well as monitor member activities.

Through sites visits, corps member classroom observations, and regular communication with site supervisor's our Managers of Teacher Leadership Development (MTLDs) will provide strict oversight of corps members and the activities that they engage in. Due to the frequency of interactions that MTLD's have with members and their in depth knowledge of the prohibited activities, they will be able to detect if members are in violation of AmeriCorps regulations.

If an MTLD or school administrator suspects that a member is engaging in prohibited activities, they will notify our regional leadership team. Partnering with our national legal counsel and the state commission as needed, the regional leadership team will assess the suspected violation and determine

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next steps. G. OPERATING SITES: Currently we serve the following schools / districts: Head Start: Cincinnati Hamilton County Community Action Agency, Miami Valley Child Development Centers. District: Cincinnati Public Schools, Covington Independent Schools. Charter: Impact Elementary, CSR Academy, Dayton Early College Academy, Dayton Leadership Academies, Lighthouse Community School, P.A.C.E. High School, National Heritage Academies, Breakthrough Charter Schools, ICAN Schools, Imagine Schools, Constellation Schools and Stepstone Academy.

We are looking to partner with the following additional schools / districts in the 2013- 2014 school year: Head Start: Council for Economic Opportunities in Greater Cleveland, Northern Kentucky Community Action Commission. District: Cleveland Metropolitan School District, Lorain City Schools, Elyria City Schools, Dayton Public Schools, Trotwood Madison Public Schools, Dayton Independent Schools, Newport Independent Schools. Charters: Cincinnati College Preparatory Academy, Believe to Achieve Academy. To meet the needs of low-income students by providing highly qualified teachers to assist in their efforts to close the achievement gap. We work closely with our partners throughout the year to align our pre-service training and ongoing support with district needs, and engage in an ongoing dialogue with school leadership to ensure they are satisfied with our teachers' performance.

Currently, all TFA-Ohio corps members are teaching in low-income schools as defined by free and reduced lunch rates over 60% FRLP. In the 2012-2013 school year, we secured commitments to place 85 corps members in Ohio area schools. We are currently working with our existing district and charter partnerships, along with new prospects, as we determine service sites for 2013-2014. TFA-Ohio will continue working with our existing partners and build new relationships to ensure that we serve children in need.

### **Budget/Cost Effectiveness**

A. COST EFFECTIVENESS: TFA-Ohio is requesting 180 full time member slots at \$2,000/MSY through a fixed amount grant. The \$2,000 cost per MSY does not exceed the maximum amount that can be requested for a professional corps fixed amount grant. A fixed amount grant, combined with other commitments, will allow us to continue and further our work in Ohio.

As a professional corps, our members are provided salaries and benefits from the school districts. Therefore, our costs relate solely to training and supporting our members. These expenses are directly linked to outputs and outcomes -- the AmeriCorps grant will cover a percentage of the costs that enable TFA to recruit, place and support corps members so that they are prepared to make academic gains with their students and engage community members in their classrooms. Our 2013 budget is \$2.4 million; with \$2,000/MSY, we depend on other funding sources to raise the additional funding

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necessary to support our corps members.

In total, we raised \$2.6 million in FY12, which comprised of dollars from: FOUNDATIONS: In FY 2012, we raised \$1,888,000 from foundations in Ohio, which funded 64% of our regional budget. Foundations were critical supporters to launch Teach For America in Ohio, and therefore we are focused on cultivating our current relationships and building select new ones with aligned foundations. Local foundations continue to drive Ohio's education reform and discussion. In FY13, we are prioritizing strengthening existing relationships as well as forming new partnerships with Ohio foundations, and are utilizing our network of current supporters to identify connections, to secure meetings with new foundations, and to create opportunities for TFA to share our work with a broad range of foundations through various organizations. CORPORATIONS: Last year, we raised \$360,000 from Ohio corporations, which comprised 12% of our regional budget. Particularly, the business community in Cincinnati was critical in our launch. We are prioritizing building new partnerships with corporations in Cleveland and Dayton to support our regional efforts. STATE: Additionally, TFA-Ohio raised \$396,333 from public funds, mostly comprised of Race To the Top funding from the Department of Education. SCHOOL PARTNERS: In addition to our fundraising efforts noted above, we received \$309,500 from our school partners to help offset the training and recruitment costs of the TFA-Ohio teachers working in the schools. These funds comprised 11% of our regional budget.

If TFA-Ohio were to be granted a state AmeriCorps grant, it would comprise 12% of our regional budget next year.

We are confident that we will be able to obtain funding for our total program costs. In fact, TFA is recognized by outside groups for its efficiency. In 2009, Worth Magazine named TFA one of the 10 most cost effective charities in the country.

Teach For America-Ohio has already built a solid foundation of diverse funders across the state of Ohio. Our current donors include foundations with a narrow focus on education and urban interests. We have built a cadre of champions in the corporate community and are focused on cultivating additional champions in the individual giving area.

For fiscal year 2013, TFA-Ohio has raised or received commitments for approximately \$2,494,633 of our \$2,844,633 development goal. This puts us 88% of our fundraising goal for FY13 leaving a current gap of \$350,000.

The budget identifies specific expenses (personnel and non-personnel) that align with the goals of the programs. Personnel expenses include salaries of the program staff plus fringe benefits. Some of

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the staff and teams include our Teacher Preparation, Support, and Development Team, which is responsible for ensuring that the students we serve earn expanded life opportunities through working with our corps members. They provide corps members with the training and on-going support to develop the necessary conviction, skill, and insight to become life-long, transformational leaders, working toward educational equity for all. Additional staff includes our Executive Directors, who work to maximize the impact in the region, both in the short term as it works to achieve ambitious growth goals, and in the longer term to drive the vision and plan to end educational inequity. Non-personnel expenses are expenses that contribute to the execution of the program and have been deemed allowable by OMB circulars as well as commission staff. Some of these expenses include training, support, and resources for our staff and corps members. C. BUDGET ADEQUACY: Although there is no budget required for a fixed amount grant, our regional budget is designed to adequately support our program and to align with our mission. Over 60% of our budget represents costs directly related to corps member development and support-- which includes costs related to personnel, trainings, and corps member meetings. These allocations are reflective of our programs needs for ongoing support and professional development, which enables them to lead their students to make significant academic gains. The remaining portion of our budget is allocated for placement and services, which align with our objective of placing all corps members as full-time teachers in schools that serve low-income students. Expenses within this allocation are associated with personnel, transportation, communications, management, operations, and development of our regional office and ensuring all staff are continually developed and highly effective. TFA has budgeted non-AmeriCorps funds to cover the costs of the National Service criminal history checks.

We will raise the resources necessary to operate a successful program from a variety of sources: foundations, corporations, individual donors, events, and public sources. We will actively seek to grow funding across all sources going forward. We set ambitious funding goals and are currently working in fiscal year 2013 towards raising a total of \$2.8 million. Less than one quarter into the fiscal year, we currently have over \$2.4 million in commitments towards goal. Our goal is to have a diverse base of funding across several different giving streams: foundation, corporation, individual, and public. This fiscal year, we have specific plans to dramatically increase the amount of corporate and individual funding that we receive and consequently diversify our funding base to create an added level of financial stability.

As a professional corps program, TFA's program design is a particularly cost effective model for increasing student achievement and closing the achievement gap. First, we are providing low-income

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school districts with a pool of highly successful candidates who exhibit the traits of highly effective teachers. Research consistently demonstrates that high-quality teaching is the most important factor in student learning; yet, low-income students are far less likely to get effective teachers than their wealthier peers. As part of TFA's program model, our intense recruitment process selects the brightest corps members, who consistently demonstrate the characteristics that have been found in successful teachers. Providing low-income district with this strong candidate pool drastically decreases the amount of money that they spend to recruit teachers at their schools and attracts high level talent that they may not otherwise attract. Second, in addition to providing pre-service training, we are one of the few teacher providers in the country who continue to give on-going support to teachers while they are in the classroom. Because of our rigorous selection model and student achievement focused training, TFA corps members are consistently reviewed as the strongest new teachers with the greatest impact on student achievement in every state that runs the data and in the most rigorous independent studies.

### **Evaluation Summary or Plan**

N/A

### **Amendment Justification**

N/A

### **Clarification Summary**

N/A

### **Continuation Changes**

N/A