

Narratives

Executive Summary

Teach For America --Maryland (TFA-MD) will have 355 AmeriCorps members (ACMs) who will teach for two years in 115 schools, serving low-income students across the state. At the end of the first program year, the ACMs will be responsible for significantly improving educational outcomes for more than 22,000 students and begin their long-term impact on expanding educational opportunity for low-income students. In addition, ACMs will leverage an additional 650 volunteers to support students and classrooms.

This program focuses on the CNCS focus area of education. The CNCS investment of \$639,000 will be matched with \$391,648 in private funding.

Rationale and Approach/Program Design

PROBLEM/NEED: For 5 consecutive years, Maryland has occupied the number one ranking in the country for public education by Newsweek, Education Week, and the College Board. Despite these accolades, many Maryland schools, particularly those serving children from low-income backgrounds, still struggle to provide an excellent education to all students. In fact, Maryland has the second largest disparity in the country between the academic performance of low-income students and their wealthier peers in eighth-grade math and the fourth largest gap in eighth-grade reading. Poor Maryland students are more than three grade levels behind more economically advantaged students in eighth-grade math ("The State of Maryland Public Education," MarylandCAN Report, Feb 2012.).

In Prince George's County, where 60% of students qualify for Free and Reduce-Price Meals (FARMs) programs, a common measure of poverty (Maryland Report Card, Oct 2013), data from the '12-'13 academic year shows that 40% of 2nd graders read below grade level and more than a fifth of the county's freshmen had to repeat 9th grade. In Baltimore City, where more than 80% of students qualify for FARMs, the average Baltimore City 8th grader enters high school performing math and reading at a 6th grade level. Nearly 40% of students do not graduate from high school in 4 years and just 6% graduate from a 4-year college ("Descriptive Statistics on College Enrollment & Completion," B.E.R.C., March 2010.). Even in districts that are often perceived as relatively affluent, students growing up in poverty frequently lack access to the educational opportunities they deserve. In the Baltimore County schools that TFA serves, poverty rates are nearly 70%; these schools achieve, on average, 20-30% points lower in proficiency in reading and math than the district's average

Narratives

(Maryland Report Card, Oct 2013.).

A major cause of systemic inequity in districts serving low-income students in Maryland is an inadequate number of highly-qualified, talented teachers. A wide body of research consistently demonstrates that high-quality teaching is the most important factor impacting student learning ("The Economic Impact of the Achievement Gap in America's Schools," McKinsey & Company, Apr 2009.). Unfortunately, low-income students are less likely to have highly effective teachers in their classrooms than wealthier peers ("The Real Value of Value Added," Education Trust, 2004.).

The '12-'14 Maryland State Department of Education's "Teacher Staffing Report" states that "early-career attrition, flat teacher education graduation rates, and teacher retirements all contribute to [the state's] shortages." The report further explains that TFA-MD, a Maryland Approved Alternative Preparation (MAAP) program, is "tailored to meet the specific staffing needs of Maryland school districts, while providing the flexibility necessary to attract experienced, diverse individuals to the classroom." The report affirms that a goal of these programs is to increase the number of teachers in geographic and subject shortage areas. TFA-MD's partner districts - Baltimore City, Baltimore County, and Prince George's County - are all identified as geographic areas with critical teacher shortages. The report also indicated that there are shortages in specific content areas including: foreign languages, special education, mathematics, science, and English as a Second Language. As the letters of support accompanying this application attest, TFA is an integral part of its partner districts' strategies for addressing the critical need for high-quality teacher candidates, particularly in hard to staff grade levels and subject areas. All 384 TFA-MD ACMs currently teach in jurisdictions identified as geographic areas of teacher shortage, and about 207 ACMs (54%) teach specifically in subject areas and/or grades identified as areas of teacher shortage.

AMERICORPS MEMBERS AS HIGHLY EFFECTIVE MEANS TO SOLVE COMMUNITY PROBLEMS: As participants in the professional corps program, TFA-MD ACMs are well-suited to address the problem of educational inequity for 3 key reasons. First, they are a pool of highly qualified, talented candidates for low-income schools and districts who exhibit the traits of highly-effective teachers. Second, in addition to receiving pre-service training, ACMs continue to receive ongoing support while in classrooms; TFA is one of the few teacher providers in the country that does this. Because of a rigorous selection model and training focused on student achievement, TFA ACMs are

Narratives

consistently reviewed as the strongest new teachers with the greatest impact on student achievement as indicated by numerous independent studies.

Finally, TFA provides continuous leadership development for program alumni within education and other sectors so they can continue to advocate for positive change and address barriers to systemic educational improvement. More than 1,000 TFA alumni live and work in Maryland. Despite just 14% of ACMs entering the corps identifying education as their career path, more than 80% of TFA-MD alumni continue to work full-time in education.

TFA-MD ACMs and alumni are effectively working across the state to improve student outcomes. For example, Principal Marc Martin, a '98 AmeriCorps and TFA alumnus, has led Commodore John Rodgers School in Baltimore City for the past 5 years. Under his leadership and the relentless work of his team, staffed by 14 TFA ACMs and alumni, the school has dramatically improved outcomes for its students. Since the '10-'11 academic year, enrollment at Commodore has increased by 58%, scores on the Maryland State Assessment in reading have increased by 31%, and scores on the Maryland State Assessment in math have increased by 21%.

This story, among many others, illustrates the TFA's effectiveness and promise at improving educational outcomes for students. Last academic year, nearly 65% of ACMs led students to achieve results commensurate to more than one grade level of academic growth in a single year. In the coming year, TFA-MD aims to train and support ACMs to lead students to, on average, 78 percent mastery of content standards, 1.5 years of grade-level growth in elementary grades, and 1.8 years of grade-level growth in secondary grades. With the support of an AmeriCorps competitive grant, TFA can increase the number of examples like the one above and sustain and expand its impact on student achievement throughout the state of Maryland. TFA's theory of change is to recruit, select, train, and support ACMs to be highly-effective educators in schools serving low-income students and develop ACM skills and mindsets to be lifelong advocates and leaders in education and service.

EVIDENCE-BASED/EVIDENCE-INFORMED AND MEASURABLE COMMUNITY IMPACT: There is strong research to support the impact of TFA ACMs on student achievement, including 2 large, well-designed and well-implemented random-assignment studies meeting the What Works Clearinghouse Standards without reservations. A 2013 study by Mathematica Policy Research, Inc found that

Narratives

students of TFA secondary math teachers learned 2.6 months more math in a year than students in the same schools taught by teachers from traditional and less selective alternative certification programs. Additionally, a 2004 study by Mathematica Policy Research, Inc found students of TFA elementary teachers learned the equivalent of a month's more math in a year than students in the same schools taught by other teachers and that TFA teachers were at least as effective as their counterparts in teaching reading.

Recent quasi-experimental and correlational studies spanning multiple grade-levels and subjects bolster the case that TFA ACMs produce a net gain in student achievement relative to students of other novice teachers, and sometimes more experienced ones: In 2011, using data from North Carolina, the Center for Analysis of Longitudinal Data in Education Research, found TFA teachers to be more effective than other teachers, regardless of experience level in a range of high school subjects. In 2013, using data from Texas, a study by Edvance Research Inc. found that students of TFA ACMs score higher in mathematics than otherwise similar students taught by novice teachers in middle schools without ACMs. In 2012, using data from the L.A. Unified School District, the Harvard Strategic Data Project found first-year TFA ACMs to be more effective than other first-year teachers in both math and reading in grades 3-9.

Statewide studies ranking teacher preparation programs in terms of their participants' impact on student achievement further validates TFA's logic model and operational strategy. In Louisiana, North Carolina, and Tennessee, TFA ranks consistently among the most effective teacher preparation programs.

Citation (in order of mention above): Clark, M. A., Chiang, H. S., Silva, T., McConnell, S., Sonnenfeld, K., Erbe, A., & Puma, M. (2013). The effectiveness of secondary math teachers from TFA and the Teaching Fellows programs. (No. NCEE '13-'15). Washington, DC: Institute of Education Sciences and Mathematica Policy Research, Inc; Decker, P. T., Mayer, D. P., & Glazerman, S. (2004). The effects of TFA on students: Findings from a national evaluation. (No. 8792-750). Princeton, NJ: Mathematica Policy Research, Inc.; Xu, Zeyu, Jane Hannaway, and Colin Taylor. "Making a Difference? The Effects of Teach for America in High School." *Journal of Policy Analysis and Management* 30.3 (2011): 447-469; Turner, H. M., Goodman, D., Adachi, E., Brite, J., & Decker, L. E. (2012). *Evaluation of TFA in Texas schools*. San Antonio, TX: Edvance Research, Inc.; Strategic Data

Narratives

Project. (2012). SDP human capital diagnostic: Los Angeles unified school district. Cambridge, MA; Noell, G.H., & Gansle, K.A. (2009). TFA teachers' contribution to student achievement in Louisiana in grades 4-9: '04-'05 to '06-'07. Baton Rouge, LA: Louisiana Board of Regents.; Henry, G.T., Purtell, K.M., Bastian, K.C., Fortner, C.K., Thompson, C.L., Campbell, S.L., & Patterson, K.M. (2013). The effects of teacher entry portals on student achievement. *Journal of Teacher Education*. doi:10.1177/0022487113503871; Tennessee Higher Education Commission and the State Board of Education. (2013). 2013 Report Card on the Effectiveness of Teacher Training Programs. Nashville, TN.

MEMBER TRAINING: The bedrock of TFA's ACM training and evaluation model is a framework called Teaching As Leadership (TAL). TAL includes the following 6 strategies found through extensive research to drive effective teaching: (1) set ambitious visions, (2) invest students and families in those visions, (3) plan purposefully to meet goals, (4) execute plans effectively, (5) work relentlessly to achieve visions, and (6) continuously reflect and improve. This framework guides TFA-MD's design and implementation of ACM training, development, and ongoing support.

Induction: ACMs participate in a week-long community immersion experience in June. Members engage in a variety of sessions and experiences to learn the context of their students, communities, and school districts they will serve by: visiting cultural and historical landmarks like the Reginald F. Lewis Museum of African American History; meeting with local non-profits and community leaders like noted Civil Rights author/historian Taylor Branch; and performing community service projects in the jurisdictions they will be serving. This week serves as AmeriCorps pre-service orientation where ACMs learn about the responsibilities and benefits of AmeriCorps membership.

Institute: ACMs serving in Maryland attend an intensive residential summer training institute in Philadelphia during the month of July. During training, ACMs teach summer school to 4,300 students and engage in curriculum and pedagogy classes. ACMs teach as part of a 4-person collaborative that is supervised and coached by a mentor teacher and a TFA staff member who both provide regular instructional feedback and coaching. ACMs reflect and refine their practice to ensure that students meet summer school goals. Training topics include classroom management and culture, instructional planning and delivery, student investment, and parent/family engagement.

Narratives

Orientation: After institute, ACMs return to Maryland to participate in a several day long regional orientation where they are supported to create their first unit plans, assessments, and tools to track their student progress. ACMs further engage in community experiences, meet with TFA-MD staff, receive training in data-driven instructional decision-making, and are supported in crafting classroom vision and goals.

Ongoing Support & Development: Building on the foundation of pre-service training, TFA's program teams in Maryland provide extensive training and professional development throughout an ACM's term of service. ACMs are paired with a one-on-one teacher coach, called a Manager of Teacher Leadership Development (MTLD). MTLDs conduct observations of ACMs' classrooms, assist in analyzing student data, provide feedback and support, and work to identify and find solutions to problems or gaps in student achievement. ACMs also participate in a series of 10 four-hour long professional development sessions held monthly and 4 hours of content and grade-level specific development per month. Topics include culturally responsive teaching, parent engagement, and student assessment and evaluation. These sessions are designed and implemented by staff and frequently involve external presenters from local organizations. One example is the Flamboyant Foundation and Concentric who TFA partners with to provide training on building relationships with and engaging parents and families. Several additional interventions and programs are available to ACMs, including a "Real Time Coaching" program, where a coach gives real time prompts and strategies to improve classroom management using a microphone and headset and the LEAD program, an optional year-long values-based leadership development series. Finally, ACMs enroll in Maryland approved certification programs through the Johns Hopkins University School of Education or Prince George's County Resident Teacher program, depending on their school site region. ACMs have the opportunity to enroll in a Master's degree program through Johns Hopkins, American University, or George Mason University.

Throughout the training and support cycle outlined previously, TFA has embedded several opportunities to reinforce key issues of AmeriCorps compliance. Prohibited activities are reviewed with ACMs at TFA's pre-service trainings to ensure that they have clear and solid understanding of their responsibilities. In these trainings, ACMs are prepared to share prohibited activities with generated volunteers and monitor for adherence. TFA continues to enforce collective compliance at monthly professional development sessions and through semi-weekly emails. Individual compliance is

Narratives

monitored by MTLs who are trained annually on prohibited activities through case studies and examples of what these activities encompass and how to detect and report them. Through their regular interaction with ACs, MTLs review regulations with ACs and verify that ACs are not engaging in them. Placement sites will be provided with an AmeriCorps orientation guide, an on-site resource that includes information on AmeriCorps policies and prohibited activities. Ensuring that principals and other school administrators are aware of these activities provides another mechanism to ensure AC compliance.

MEMBER SUPERVISION: All TFA ACs 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, TFA's supervision plan is concerned with AC development and evaluation. Additionally, since these ACs work as full-time teachers in a professional corps program, they are directly supervised by their school principals and other school administrators.

As mentioned previously, every AC is assigned an MTL, who manages, on average, a cohort of 29 ACs, and provides an additional layer of support and high-level supervision. MTLs are assigned to ACs by school and grade level, so all ACs in a placement site are supported by the same coach. This assignment method increases the frequency of observation and feedback and allows greater knowledge and context of the schools and communities served.

To be hired, MTLs must possess a consistent track record of success during their time in the classroom and display the characteristics needed to be successful in the MTL role. These include, but are not limited to, strong critical thinking skills and the ability to effectively influence and motivate adults. Upon joining staff, MTLs attend a new staff conference and independently participate in 20 hours of online modules before working with ACs. Once MTLs 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. MTLs are trained, managed, and developed by a Managing Director of Teacher Leadership Development. These senior staff members provide a high degree of oversight and support to MTLs.

COMMITMENT TO AC IDENTITY: TFA is committed to promoting its identity as an AmeriCorps

Narratives

(AC) program and looks forward to the opportunity to partner more closely with the Corporation to market and co-brand. Currently, TFA reinforces ACM identity in pre-service training and at ongoing professional development sessions. Additionally, the AC logo is included in all official collateral and communications (signature blocks, letterhead, posters, brochures, websites, etc.).

TFA is undergoing an organization-wide rebranding in 2013, providing the opportunity to further integrate the AC brand in national and regional marketing efforts. This includes integrating the AC logo on materials like recruitment brochures and posters and continuing to highlight AC on portals like regional and national websites. Additionally, TFA will be including AC based postings across social media platforms such as Facebook, Instagram, and Twitter. TFA believes the re-brand and the implementation of these guidelines will help increase awareness of its affiliation with AC.

TFA is committed to communicating the important role AmeriCorps is playing in the Maryland community by taking the following specific steps to promote AmeriCorps: (1) TFA plans to continue to brand all local publications, including formal letterhead, informational materials, etc., (2) TFA ACMs will wear branded lanyards and/or lapels and display AmeriCorps signs in their classrooms, (3) ACMs will be encouraged to wear AmeriCorps shirts at all service opportunities, and (4) TFA staff will provide AmeriCorps orientation to partner principals to ensure they understand AmeriCorps and can identify with the brand and program to external constituents such parents, community organization, district officials, and donors.

Organizational Capability

ORGANIZATIONAL BACKGROUND AND STAFFING: TFA is co-led by Chief Executive Officers, Matthew Kramer and Elisa Villanueva Beard, who work with a national Board of Directors and an 8-member leadership team to set TFA's national strategy and direction. The national Board is charged with exercising its fiduciary duties to ensure that the organization is run effectively and within all relevant laws and regulations. TFA's financial functions, housed nationally, report to the auditing and finance committees of the board and work closely with national and regional development and budget teams to coordinate revenue 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.

Narratives

Additionally, TFA-MD Executive Directors (EDs) Courtney Cass, who leads the Baltimore City and Baltimore County area, and Ahnna Smith, who leads the Prince George's County area, manage the operations of the Maryland regional sites, set regional vision, and oversee execution of the program to ensure that each program is meeting the unique needs of its community. Both Ms. Cass and Ms. Smith are TFA and AmeriCorps alumnae. To drive decision making, TFA-MD has a regional advisory board to provide guidance, assist in fundraising, and invest other leaders in TFA's work. The EDs are also supported by leadership teams comprised of Vice-Presidents of Teacher Leadership Development, Managing Directors of District, School, and Community Partnerships, heads of Strategy, Talent, and Operations, Managing Directors of Alumni Affairs, and Directors of Development.

Jay McClain and Lindsay Krey serve as Vice-Presidents of Teacher Leadership Development and are responsible for managing MTLDs and ACMs to ensure students' academic growth. Chitamawe Daka Mulwanda and Kathleen Crenshaw serve as the Managing Directors of District, School, and Community Partnerships and manage relationships with partner principals, district partners, and community outreach. Dyan Sellers and Rachel Bonds serve as the Managing Directors of Strategy, Talent and Operations and manage each team's operations.

TFA has effectively managed large-scale federal grants through both AmeriCorps and the Department of Education (1 SEED grant, 1 I3 grant, and 23 AmeriCorps grants). As their federal funding portfolio has grown, TFA has built significant internal capacity to manage both the financial and programmatic components of a national AmeriCorps program. At the national office, the Public Partnerships Team has a number of well-qualified specialists available to meet and guide regional staff on AmeriCorps compliance, budget creation, and general grants management. Additionally, this team works in close partnership with the Research and Evaluation, Student Achievement Measurement, Technology, Legal, and Teacher Preparation, Support and Development teams to provide ongoing trainings, assistance, and guidance for regional staff via conference calls, regional and national conferences, and online tutorials to ensure compliance with all grant requirements and regulations.

COMPLIANCE AND ACCOUNTABILITY: As a long-time AmeriCorps grantee, TFA has developed systems to ensure compliance with AmeriCorps requirements and regulations. First, the national Admissions and Public Partnerships teams ensure ACM compliance and eligibility; as ACMs matriculate into the program, they are required to submit eligibility documentation and complete

Narratives

background checks. This ensures that ACMs have met eligibility requirements prior to beginning service.

TFA-MD's program staff are trained by the national Public Partnerships team on both acceptable and prohibited AmeriCorps activities to equip them to educate ACMs and monitor ACMs' activities. The Public Partnerships team is also available for consultation with regions, ACMs and site supervisors. As mentioned previously, ACMs receive pre-service training to engender a deeper understanding of their role as an ACM and the requirements and responsibilities associated with it.

As was mentioned in the Member Supervision section, MTLDs provide oversight of ACMs as they perform frequent site visits, classroom observations, and maintain regular communication with ACMs and site supervisors. Additionally, all incoming TFA ACMs are required to sign documents attesting they have read and understood the AmeriCorps prohibited activities, and at the end of the school year all ACMs are required to sign a form certifying they did not violate any activities prohibited by AmeriCorps. Principals are also required to certify at the end of the school year that no AmeriCorps policies were violated.

Finally, the Public Partnerships team conducts regular regional site visits and audits ACM activities and files to ensure compliance with AmeriCorps regulations. If a TFA staff member or school administrator suspects that an ACM is engaging in a prohibited activity, they will notify a member of TFA-MD's leadership team. Partnering with the Federal Grants team and legal counsel, the regional leadership team will assess the suspected violation and suspend the ACM until the issue is resolved.

PAST PERFORMANCE: As a previous grantee of the Maryland state commission, TFA-MD has a strong record of compliance and partnership with the state commission. The program punctually submitted thorough and accurate quarterly progress reports, maintained strong enrollment rates, and successfully enrolled and exited ACMs within the 30-day window. During the last two program years completed with the Maryland state commission, TFA-MD met 16 of its 20 (80%) performance measures. In the last program year funded under the Maryland state commission, TFA-MD met 11 of its 14 performance measures, including its student achievement measurements. Likely due to increased time constraints, a lower proportion of ACMs participated in (58%) and led extracurricular activities (39%) at their school sites; however with a new focus on community engagement, 63% of

Narratives

ACMs participated in extracurricular activities and 44% of ACMs led extracurricular activities last school year. The only other performance measure not met, the number of students starting an AC education program, was due to slightly smaller class size across partner districts than previously projected.

Last academic year, 65% of TFA-MD ACMs led their students to the equivalent of more than one grade level. Additionally, 27% of ACMs made outstanding academic gains equivalent to more than 1.5 years of academic growth in a single year. For the past several years, TFA-MD's ACM retention rate has remained at 94% or higher, a rate markedly higher than the estimated average retention for first-year teachers in low-income communities (82%) and the overall average for all first-year teachers regardless of school setting (86%) ("No Dream Denies" (2003) National Commission on Teaching and America's Future. Washington, D.C.). Although TFA-MD's retention rate is higher than the national average, the program is constantly working to improve its program and retention rates. TFA works vigorously to improve its admissions process to ensure the selection of ACMs who will relentlessly pursue success with their students in the face of steep odds. Additionally, TFA-MD is working to improve retention by improving its matriculation process, forging strong relationships with small groups of ACMs owned by each staff member, and ongoing assessment of retention risks by MTLDs.

CONTINUOUS IMPROVEMENTS: TFA-MD is committed to continuously reflecting and improving upon its work to ensure it is working towards its vision of ensuring that every child in Maryland has the opportunity to attain an excellent education. As part of this process, it solicits data and feedback from students, participants, partners, and stakeholders.

Internally, TFA-MD conducts beginning of year, mid-year, end-of-year, and monthly surveys of ACMs to assess their experience, level of support, and satisfaction. Formative assessment data on student achievement is also collected regularly by ACMs and submitted to TFA-MD staff to inform progress and decision-making around professional development and support. ACM focus groups and advisory boards made up of ACMs and alumni also serve as another way TFA-MD receives feedback.

Externally, TFA-MD conducts mid-year and end-of-year principal surveys to understand how ACMs perform as members of their school communities. MTLDs and District and School Partnership teams meet regularly with principals to solicit feedback. Staff meets frequently with district leadership as

Narratives

well. Additionally, TFA-MD's District, School, and Community Partnerships teams regularly meet with community partners and organizations to solicit feedback and share ideas. TFA-MD's local advisory board also provides continuous feedback. In quarterly meetings, board members are asked for input on every aspect of the organization. From these sources of information, TFA-MD staff assesses progress quarterly to inform program changes and assess strategies. Annually, staff completes a strategic planning process informed by this data to make larger scale changes and improvement to the program continuum and operational execution.

Cost Effectiveness and Budget Adequacy

COST EFFECTIVENESS: TFA-MD is requesting 355 full-time member slots at \$1,800/MSY through a professional corps reimbursable grant, which falls well below the maximum cost per MSY and is lower than its previously awarded MSY of \$1,900.

TFA-MD's program design is a cost effective model for increasing student achievement and developing long-term educational talent. TFA-MD is providing low-income school districts with a national pool of pre-screened talent that would not be reached otherwise, and its administrative costs for doing so are substantially less than those of organizations engaged in similar activities. For example, the Peace Corps' cost per member to recruit, select, train and support is over \$67,000, while those same activities cost TFA \$40,270. Achieving economies of scale, recruitment costs are less than \$4,000 per ACM - much lower than recruiting a McKinsey first-year associate (\$35,000) or an army recruit (\$22,898). Third, multiple studies have demonstrated that the impact of having a TFA ACM as a teacher is greater than other education interventions. TFA yields a greater return on investment than investing in class size reduction efforts, National Board certification, and teachers who hold master's degrees (The Urban Institute 2009; Nye, B., Hedges, L.V. & Konstantopoulos, S., 2000. The Results of the Tennessee Class Size Experiment. American Educational Research Journal; Improving Student Achievement: What State NAEP Scores Tell Us, RAND Corporation; Rivkin, S, Hanushek, E, & Kain, J, 2005).

Part of the cost effectiveness of the program is its nature as a professional corps program. As a professional corps program, TFA-MD's ACMs do not receive an AmeriCorps living allowance or healthcare; ACMs are provided salaries and benefits from the school districts they are employed by. Therefore, TFA-MD's program costs relate solely to training and supporting ACMs.

Narratives

TFA's 2015 budget for its program in Maryland is \$9,170,000. TFA has significant experience raising the necessary resources to run its program in Maryland from diverse sources, including local foundations, corporations, individual donors, and public support. TFA-MD actively seeks to grow funding across all sources and expanding its program scope across Maryland where need, funding, and placement opportunities exist. TFA-MD received AmeriCorps competitive state funding from the Governor's Office on Service and Volunteerism from 2003 until 2012. Additionally, the region receives education awards from the national direct fixed grant for ACMs. Throughout its history as a grantee, TFA-MD has had a strong record of compliance, program execution, outcome results, and raising the necessary matching funds. TFA-MD is excited about the potential of continuing a strong partnership with the CNCS and the Governor's Office on Service and Volunteerism. The AmeriCorps relationship and funding is critical to both growing the program's impact in the state and ensuring that service with TFA-MD is a financially viable option for candidates who depend on ACM benefits, particularly those from underrepresented racial and economic backgrounds.

Last fiscal year, TFA-MD was supported with \$2,230,000 in public funds, comprising 34% of total funds raised. Valuing the local resources received, TFA-MD works hard to ensure the efficient use of these funds; for every public dollar received, TFA-MD leverages nearly \$2 in private investments. An AmeriCorps grant of the size requested would represent 7% of TFA-MD's budget.

In order to raise the revenue needed, TFA-MD cultivates relationships with individuals, corporations, and foundations who are interested in advancing their communities and who see education as the key way of doing so. Staff meets one-on-one with potential donors in order to build their understanding of TFA's work and give them insight into TFA-MD's vision. They continuously cultivate relationships with existing donors, providing them timely updates about progress, inviting them to classrooms, encouraging them to volunteer, and facilitating meetings between donors, ACMs, and program alumni. National staff provides guidance on settings goals and creating strategic and operating plans that allow the region to grow the size of its corporate, individual, foundation, and public funding portfolios.

Given the proven record of success and strong program and development operations, TFA-MD is confident it will be able to raise the funds necessary to match the investment of an AmeriCorps grant. In 2012, Charity Navigator gave TFA a perfect 4-star rating for the tenth straight year. Less than 1%

Narratives

of all nonprofits nationwide have received similar consecutive four-star ratings.

BUDGET ADEQUACY: The budget for TFA-MD's program is designed to adequately support its programming and aligns with its mission. 75% of the budget represents costs directly related to ACM recruitment, selection, training, and support - which include costs related to personnel, trainings, and ACM meetings. These allocations are reflective of the program's needs for ongoing support and professional development, which enable ACMs to lead their students to make significant academic gains. The remaining 25% of the budget is allocated for alumni development and support services. Alumni, deeply affected by their classroom experience, continue to advocate for students from many different roles in education as well as other sectors. These alumni continue to work for educational equity as teachers, principals, district leaders, social entrepreneurs, non-profit professionals, and leaders in other sectors. Expenses within this allocation are associated with alumni-related support activities and regional office operations. TFA-MD will use AmeriCorps funds to cover the costs of the National Service criminal history checks.

In the most recent fiscal year, TFA-MD raised \$6,520,000 in Maryland. The region raised more than \$1,000,000 from foundations, comprising 15% of the regional budget. TFA-MD continues to prioritize forming new partnerships with foundations across the state and sharing knowledge and experience. TFA-MD raised nearly \$1,200,000 from corporations, representing 18% of its regional budget. The region raised nearly \$1,890,000 from individual donations, comprising 29% of the regional budget. TFA-MD plans to hold events in FY15 to further expand the pool of potential supporters and to increase awareness of TFA-MD among new networks. TFA-MD received \$2,132,800 from partner districts to help offset the training and recruitment costs of TFA-MD ACMs working in their schools. These funds comprised 33% of the regional budget. TFA-MD plans to pursue new funding opportunities primarily through individual donations, corporate contributions, and large anchor gifts. Staff plans to secure new commitments by June of each year.

TFA-MD has built a solid foundation of diverse funders from across the state. 6 months into TFA-MD's current fiscal year, the program has received commitments for \$4,143,500 towards an \$8,540,000 fundraising goal. This represents 49% progress to goal.

Evaluation Summary or Plan

Short-Term Expected Outcome: Teach For America (TFA) aims to attract and select highly motivated

Narratives

individuals with a record of success and place them in schools where they are needed the most. We anticipate 355 AmeriCorps members (ACMs) exhibiting characteristics that are predictive of success in high-needs schools in Maryland. Furthermore, we expect to see these individuals gaining knowledge and skills to teach in low-income schools while also developing the conviction that the educational inequity problem is solvable and that all children can achieve at high levels.

Research Questions: 1. Does TFA successfully identify and select individuals who are predicted to be most successful in the classroom? 2. Does TFA successfully train individuals to acquire the necessary knowledge, skills, attitudes and opinions that will make them most effective in the classroom at a high-needs school?

Evaluation Methodology: research question 1: TFA employs a rigorous selection methodology that screens applicants for 7 characteristics that are predictive of classroom success and assigns a fit score to assess whether an applicant will be an effective match with TFA's work and mission. This assessment is based on information supplied by the applicants in their application (e.g., academic records, leadership experience) along with multiple rounds of interviews and sample teaching sessions. The data collected from this 2-4 month process will be converted into a fit score, which will show that those who are ultimately selected by TFA to teach in high-needs schools are those who are most likely to succeed in the classroom. research question 2: ACMs who are selected to teach are required to complete a administered in the middle and end of the academic year for each of the two years of the program. This allows TFA national staff members to assess the types of knowledge, skills, attitudes, and opinions that corps members have acquired through the TFA experience. These surveys will cover data from all 355 ACMs and the results will be analyzed to assess whether TFA's various training and support mechanisms successfully prepared ACMs to teach in high-needs schools.

Implementation of Evaluation Results: Results from both the selection model and the ACM surveys will be used to reflect and improve upon TFA's existing practices. For instance, if the evaluations find that individual or groups of ACMs do not achieve academic growth from their students at a reasonable and ambitious rate, extra support and mentoring will be made available to ACMs, while TFA's training model will be reassessed and improved for the next cohort of ACMs.

Medium-Term Expected Outcome: Although the majority of TFA ACMs enter the classroom without

Narratives

a background in education, through intensive training and ongoing support, they become effective teachers who impact student achievement. Based on historical data records of TFA's success in Maryland and the comprehensive training and support afforded to ACMs, we expect to see ACMs consistently increase the academic achievement

Research Question: of their students, often by upwards of 1.5 years or more of grade growth in one school year. Research Question: To what extent -- directionality and magnitude -- do TFA ACMs have a positive impact on student achievement?

Evaluation Methodology: TFA tracks the progress of its ACMs and their students using an internal system called the Student Achievement Measurement System (SAMS). Student achievement data included in this evaluation are collected in collaboration with state and district partners. Members of TFA's national SAMS team records and analyzes whether ACMs meet subject and grade level-specific benchmarks. Effectiveness will be measured in terms of student academic gains produced by the ACM by the end of the school year. A second evaluation method that will be employed to measure the effectiveness of TFA ACMs is the biennial National Principal Survey that is commissioned by TFA and is conducted by an external evaluator, Policy Studies Associates, Inc. in 2011 and 2013, for example, principals who have one or more TFA ACMs working in their school include were asked about ACMs' impact on student achievement in comparison to other teachers, both novice and experienced. The principals' insights provide an additional measure of ACM effectiveness in the classroom.

Implementation of Evaluation Results: By analyzing the student achievement data for all ACMs and reviewing principals' ratings of ACM performance, we will be able to discern whether TFA teachers have a positive impact in the classroom. Furthermore, we will be able to see which ACMs might need additional support to improve their performance. For those who need additional support, TFA will work with them and provide additional resources on an ongoing basis to improve their classroom effectiveness. Data from these evaluations will also be incorporated into decisions about programmatic improvements for upcoming years.

Long-Term Expected Outcome: TFA has a two-prong theory of change. The first prong -- to increase student achievement of the nation's most academically vulnerable students -- is addressed by the research questions and proposed evaluation methodologies of our short-term and medium-term

Narratives

objectives. The second prong -- to build a movement that addresses the structural roots of educational inequality from both within and outside of the classroom -- is addressed by our long-term objective: we expect to see that TFA alumni remain involved in education at all levels in various sectors, such as policy and system leadership, beyond their 2-year corps commitment.

Research Question: Does the TFA experience impact the lifelong trajectory of its corps members so that they continue to work towards solving educational inequity?

Evaluation Methodology: Every year, TFA sends out a survey to all of its alumni in order to collect Methodology information about their career trajectories after completion of their 2-year corps commitment. By analyzing the results of this survey, we will be able to discern what percentage of our alumni work directly in the field, or in related fields, of education and in what capacity. This is one indicator of whether TFA is successful in fostering lifelong leaders in education.

Implementation of Evaluation Results: Depending on the specific needs of the region, the results of the alumni survey can be used to start or improve initiatives such as "Teach Beyond Two" (where ACMs are encouraged to and given support to stay in the classroom beyond two years), LEE (Leadership for Educational Equity -- a sister organization of TFA that assists alumni in developing leadership capacity to get involved in education policy work), and recruiting and training alumni to become principals in high-needs schools through our Principal Leadership initiative.

Amendment Justification

N/A

Clarification Summary

Clarification - 04/10/2014

a. BUDGET

1. The budget has been revised to reflect 355 MSYs at \$800/MSY for a total grant amount of \$284,000. This section has been updated.
2. The other non-personnel costs that are budgeted at 50% are driven by the majority of the FTE on the grant (which is 50%) since these are costs supporting the program team. The 35% floor space is to be representative of the FTE on the grant as a percentage of all of the FTE in the office.

Narratives

b. PROGRAM

1. TFA-MD's program is a cost-effective means for recruiting and developing teachers to raise student achievement in schools serving economically disadvantaged student populations. There are few other programs in Maryland engaged in this work. Districts rely on the program as many lack the resources, national reach, and infrastructure for recruitment that TFA-MD provides. As stated in the application, their recruitment and support costs are lower than program with similar recruitment and/or support models (e.g. Peace Corps, McKinsey, U.S. Army). Moreover, numerous studies illustrate the positive impact and effectiveness of TFA-MD ACMs on student achievement versus other teacher recruitment and development programs as well as other interventions to increase student achievement like class size reduction efforts, National Board certification, and graduate degrees (Mathematica Policy Research 2013; The Urban Institute 2009; Nye, B., Hedges, L.V. & Konstantopoulos, S., 2000. The Results of the Tennessee Class Size Experiment. American Educational Research Journal; Improving Student Achievement: What State NAEP Scores Tell Us, RAND Corporation; Rivkin S, Hanushek, E, & Kain, J, 2005).

TFA-MD's staff works cross-functionally and with partner schools and districts to align support and development to maximize resources. More than 80% of the program's budget is allocated directly to program-related expenses, and the program is maintaining a flat budget in the coming year despite an increased corps size. Furthermore, the established fundraising structure of TFA-MD is equipped to leverage two dollars in private investment for every public dollar received.

Additionally, TFA-MD is cost-effective because of the long-term impact of its program and ACMs. The program maintains high rates of retention of ACMs in Maryland past their corps commitment, and more than 80% of TFA-MD's program alumni remain working in education long-term. The majority of these alumni continue as classroom teachers while others take on leadership roles throughout the education system as administrators, district officials, schools members, etc. These long-term impacts are valuable to Maryland and to the national service movement as a whole. This represents a high long-term return on investment that reinforces the cost-effectiveness of TFA-MD's program.

2. The grant award start date and member enrollment period start is 9/1/14.

Narratives

3. TFA's partnership with AmeriCorps is pivotal to recruiting and retaining high-quality, diverse corps members to serve in communities' highest-needs schools. TFA is committed to ensuring that AmeriCorps slots are available to all eligible corps members to ensure that it is recruiting and retaining the highest achieving, most effective teachers. Additionally, AmeriCorps membership promotes national service and all-corps identity among all TFA ACMs. At the start of the grant application process, TFA projects the total number of ACMs for the following year based on anticipated retention rates of current ACMs and recruitment targets for new members. TFA determines the number of slots to request on its National Direct grant based on allocation of slots across regions and the likelihood of a specific region receiving state AmeriCorps funding. TFA does not assume that all state AmeriCorps applications will be successful, so some state grant slots are duplicated in the National Direct grant application.

Therefore, the 355 slots requested by TFA-MD may be duplicated on the National Direct grant currently under continuation review. However, the final award decisions regarding each state AmeriCorps grant will ultimately determine how TFA utilizes any additional National Direct slots that will be required for TFA-MD. If TFA-MD is awarded 355 slots through the state grant, it does not necessarily mean the corresponding slots on the National Direct grant are duplicative; these National Direct slots may ultimately be allocated to another region that was unsuccessful in securing a state grant.

4. The budget has been reduced to accommodate the lower cost per MSY. TFA will use other sources of funding to pay for costs that were in the original budget submission. The MTLTD to member ratio will remain at, on average, 1-29.

c. PERFORMANCE MEASURES

Where applicable, changes have been made in the Performance Measure section.

1. As the full-time teacher of record, TFA AmeriCorps members are charged with increasing the academic achievement of all students in their classroom, regardless of what point in the year a student becomes a member of their class. However, for ED2 only students who have been present in the class for 6 months or more will be counted toward the target. Students who enter the class significantly after the beginning of the school year will not be assessed for improved academic performance under

Narratives

ED2.

All of TFA-MD's partner school districts have economically disadvantaged student populations; the majority of students qualify for Free and Reduced-Price Meal (FARMS) programs, a common measure of poverty. FARMS rates at the schools ACMs are currently placed in Baltimore City, Baltimore County, and Prince George's County are 84%, 83%, and 62% respectively. ACM hiring is governed by a contractual agreement with partner districts that stipulates that ACMs may only be hired in schools where the student population is considered high poverty relative to the student population elsewhere in the district and that the school has sufficient vacancies to enable hiring.

2. TFA-MD has deleted ED 15, as it is duplicative of ED 5. The target for ED 5 includes only the number of students with improved academic performance in literacy and/or math.

3. Of the 18,884 students counted for ED2, 8,936 will be measured for gains in literacy and/or math toward the ED5 outcome. Not all ACMs provide instruction in literacy and/or math, so the ED5 outcome is for a subset of the whole corps but reflects all ACMs providing instruction in literacy and/or math.

TFA uses an internal system, a Student Achievement Measurement System (SAMS), to track student academic progress. SAMS is not an assessment itself, but rather a system used to aggregate results across all of the assessments that ACMs administer. Because ACMs are working in 46 different regions, in over 600 school districts/charter networks, and teach every subject area/grade level, TFA must be able to aggregate results to evaluate ACM impact over time and across regions.

TFA takes several steps to ensure the quality of the assessments administered. TFA recommends, and in many cases provides, ACMs with access to rigorous and standardized assessments like state assessments, ACT, Brigance, Developmental Reading Assessments, Dynamic Indicators of Basic Early Literacy Skills, Everyday Mathematics, the Fountas and Pinnel Benchmark System, Gates-MacGinitie Readings, McLeod GAP Reading Comprehension, Northwest Evaluation Association's Measures of Academic Progress, SAXON, Scholastic Reading Inventory, Stanford 10, and Strategic Teaching and Evaluation of Progress Literacy. In addition, many ACMs use their state standardized exams to measure impact, and TFA expects that number will grow as states utilize assessments aligned with the

Narratives

Common Core. Program staff also review and audit assessments for rigor and alignment. Experts from TFA's national Teacher, Preparation, Support, and Development Team provide training to regional staff and to ACMs on the properties of rigorous and aligned assessments, and regional staff recommend assessments to ACMs for use in common subjects and grades.

SAMS is designed to enable TFA to aggregate and combine, onto a single continuous scale, all the results on these assessments; TFA refers to it as a continuous measure because it is used to assess average performance across all ACMs rather than the percentage meeting a particular threshold.

The MSY in the performance measures have been reallocated to reflect 354.99 in the K-12 Success measure and 0.01 in the Teacher Corps measure.

5. The assessments previously noted for ED5 are a mix of nationally-recognized standardized assessments and curriculum-based assessments, and as such we believe they meet the requirements of this performance measure. State standardized tests are administered at the end of the prior year and then again at the end of the current year and are consistent with the pre/post measurement strategy selected for this measures. We will work to obtain all test data in a time frame that enables us to meet AmeriCorps reporting requirements.

d. STRATEGIC ENGAGEMENT SLOTS

1. TFA is committed to providing equal access and opportunities to candidates with legally recognizable disabilities and prohibits discrimination on the basis of disability in the application process in accordance with the Americans with Disabilities Act and similar state laws. TFA makes every effort to provide reasonable accommodations for our differently-abled applicants at every stage of the application process. Disclosing a disability or requesting a need for accommodations is a separate and distinct process from admissions and will have absolutely no bearing on a candidate's application status. To further demonstrate TFA's commitment to recruiting and accommodating members with disabilities, TFA has a Disabilities Accommodations Officer who is responsible for ensuring that a qualified individual with disabilities can be a part of the movement. TFA is committed to providing reasonable accommodations to differently-abled ACMs through the application process

Narratives

and in the training provided during the corps experience. As a professional corps, TFA does not have the ultimate hiring authority. However, TFA does have targeted recruitment campaigns to ensure core diversity and an inclusive selection and recruitment process. TFA's recruitment team does meet with disability offices at numerous colleges and universities throughout the country.

2. At this time, TFA does not wish to request additional MSYs to fund AmeriCorps members with disabilities.

e. MSY WITH NO PROGRAM FUNDS ATTACHED: N/A

f. PROFESSIONAL CORPS

1. As a professional corps program, TFA-MD's ACMs are paid staff employed by the public schools in which they serve. Similar to any other employment opportunity, ACMs apply and compete for open positions. Therefore, ACMs do not displace paid staff, but fill vacancies opened to the general public and that the district is interested in hiring qualified persons to fill. For example, TFA-MD's largest placement partner, Baltimore Public Schools, hires between 600 and 800 new teachers each year. Despite the large number of new hires and ACM-filled positions, Baltimore City Schools continually opens each year with dozens of classroom vacancies. TFA ACMs are just one of many avenues for district partners to fill vacancies.

In Maryland, where 100% of ACMs are placed, the collective bargaining agreement governs the ways in which the districts (Baltimore City Public Schools, Baltimore County Public Schools, and Prince George's County Public Schools) hire new teachers, including TFA teachers. Because TFA works with district and school leadership to fill new and vacant positions through the districts' routine hiring processes, TFA teachers operate within the structures set up by the collective bargaining agreement. TFA-MD's Professional Services Agreement (PSA) with school partners, in part, reinforces that expectation with the following language:

<School District> and Teach For America will collaborate in good faith to facilitate the efficient hiring of individual Teachers, in accordance with the School District's established District hiring practices.

For example, in cases when there is a reduction in force, ACMs, as members of the union and under

Narratives

the terms of the collective bargaining agreement, receive the same employment protections as other teachers and would be subject to the same reduction in force in the same manner as any other first- and second-year teachers.

We do not receive any special hiring arrangement beyond those permissible the collective bargaining agreements.

2. TFA believes that it is appropriate to sign the certification because in districts where there are collective bargaining agreements in place, these agreements govern the ways in which districts hire new teachers, including TFA teachers. Because TFA works with school district leadership to fill new and vacant positions through the district's routine hiring processes, TFA teachers operate within the structures set up by the collective bargaining agreement. TFA does not receive any special hiring arrangement beyond those permissible by collective bargaining agreements.

3. In our Maryland placement districts, there is a collective bargaining agreement in place and this agreement governs the ways in which districts hire new teachers, including TFA teachers. Because TFA works with school district leadership to fill new and vacant positions through the district's routine hiring processes, our teachers operate within the structures set up by the collective bargaining agreement. We do not receive any special hiring arrangement beyond those permissible by collective bargaining agreements.

Furthermore, there are no other special incentives for hiring decision-makers, typically individual principals, to favor ACMs over other qualified candidates. If and when ACMs are selected, it is because these individual decision-makers believe that the individual ACM is the most qualified candidate for the vacant teaching position at his or her school.

To ensure that TFA is serving the highest need students populations and schools where there are an inadequate number of professional throughout Maryland, TFA works with hiring decision-makers to ensure that efforts are matched with district needs. For example, TFA only places ACMs in schools where at least 80% of the student body is eligible for free and reduced lunch and 47% of our placement schools receive School Improvement Grants (SIG).

Narratives

4. As a professional corps, TFA-Maryland addresses educational inequity by recruiting and placing high-quality teachers in communities that lack the number of such professionals to help increase student achievement. This is accomplished in the following ways:

First, ACMs often fill teaching positions in high-need subject areas and schools, which districts often find difficult to fill. In this region, having an inadequate number of professionals has led to a shortage of teachers. All three of the jurisdictions that TFA places in through Maryland - Baltimore City, Baltimore County, and Prince George's County - are identified as geographic areas with critical teacher shortages. Currently, all 384 TFA-MD CMs teach in jurisdictions identified as geographic areas of teacher shortage, and the majority teach specifically in subject areas and/or grades identified as areas of teacher shortage by the Maryland Department of Education including: foreign languages, special education, mathematics, science, and English as a Second Language.

Second, TFA-MD provides low-income schools access to a national pipeline of candidates, commensurate to those teaching in top performing school systems, who are participating in TFA's proven-effective teacher training program. TFA-MD believes that "lacking an adequate number of such professionals" does not just refer to communities that simply do not have enough candidates, but also to communities that do not have a pool of high-quality candidates from proven-effective sources.

Research consistently demonstrates that high-quality teaching is the most important factor in student learning; effective teachers have a significant impact on children's life prospects. Despite this evidence, low-income students are less likely to get effective teachers in their classrooms than wealthier students; they are far more likely to have teachers who scored poorly on college and licensure exams. Low-income communities have a higher than average need for highly-effective teachers, yet these communities often lack a sufficient supply relative to the level of need.

A 2010 McKinsey study of the world's top performing school systems reveal that 100% of their teachers come from the "top third+" of college students. In the U.S. only 23% come from the top third; 14% in high poverty schools. The "top third+" refers to those college students that are in top third academic cohort, and are rigorously screened for other qualities believed to be predictors of successful teachers -- perseverance, ability to motivate others, passion for children, and organization and communication skills. These skills form the "plus" in the "top-third+" term coined by McKinsey.

Narratives

TFA provides low-income schools with a national pipeline of exactly these types of candidates. The average GPA for 2012 TFA ACMs is 3.54, and TFA's extensive interview process screens all applicants for these "plus" characteristics. In fact, a recent third-party study from Will Dobbie at Harvard EdLabs found that TFA's selection model successfully identifies teachers who will have a positive impact on student achievement. The study also found that the selection model is helping to predict which teachers will be most successful in their first year of teaching.

The effectiveness of TFA's national teacher pipeline is further reinforced by independent studies - in every state that use student achievement data to analyze the relative effectiveness of teacher pathways (Tennessee, North Carolina, and Louisiana), TFA ACMs are consistently shown to be as or more effective at promoting student achievement at statistically significant levels compared to other new teachers.

In Baltimore City Schools, TFA-MD's largest partner district, between 600 and 800 new teachers fill vacancies each year (National Council on Teacher Quality, "Building Teacher Quality in Baltimore City Public Schools," National Council on Teacher Quality 2010). Despite TFA-MD's teaching corps providing approximately 15% to 20% of new hires each year, the system frequently opens with teaching vacancies. In the 2012-2013 school year, City Schools opened with more than 80 teacher vacancies, and in the 2013-14 school year, the system opened with more than 100 vacancies (Green, Erica, "Dozens of vacancies mark start of critical year in Baltimore," Baltimore Sun, 16 Sep 2012). Due to lack of qualified candidates, many of these classrooms are filled with long-term substitute teachers.

In Baltimore County, ACMs continue to fill positions in hard-to-staff subject areas at Title I schools, including foreign languages, science, and mathematics. Demand for AmeriCorps members by the Baltimore County School System outpaces supply by two to one. Prince George's County Public Schools fills, on average, 200 to 400 vacancies each year, and last year, it filled nearly 1,200 vacancies left by retirements and voluntary departures (Anfenson-Comeau, Jamie. "Prince George's School System system to make improvements to hiring, retention," Gazette, 26 Nov 2013), and like Baltimore City Public Schools, each year the system opens with approximately 100 vacancies (Cloherty, Megan, "Four school leaders discuss teacher shortage, citizenship and homework," WTOP 103.5FM, 21 Aug 2012: Online ed.).

Narratives

In Maryland, hiring decision-makers, typically individual principals, have a choice of who to hire for vacant teaching positions at their schools. TFA works with school and district leadership to fill new and vacant positions through the school's routine hiring process; thus our ACMs are competing for open positions with other non-TFA affiliated applicants. If and when our corps members are selected, it is because these individual decision-makers believe our corps members are the most qualified for the vacant teaching position at his or her school. To date, the principals in our partner schools throughout Maryland overwhelmingly indicate they are satisfied with corps members and that they would recommend hiring a corps member to a colleague.

Continuation Changes

N/A

Grant Characteristics