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Executive Summary

Teach For America--Kentucky (TFA-KY) will have 46 AmeriCorps (AC) members who will teach for two years in low-income rural schools across the central Appalachian school districts in southeastern Kentucky. At the end of the first program year, the AC members will be responsible for improving the educational outcomes of over 3,500 students in these districts. In addition, the AC members will leverage an additional 140 volunteers who will coach and develop AC teachers, provide guest lectures in classrooms, work one-on-one and with small groups of students for remediation, and coach students through college and technical school applications.

This program will focus on the CNCS focus area of education. The CNCS investment of \$92,000 will be matched with \$150,000 in private funding.

Rationale and Approach/Program Design

Problem/Need: The federal government's Appalachian Regional Commission (ARC) defines Appalachia as a 205,000 square mile area including all of West Virginia and portions of 12 other states. Each year the ARC completes a comprehensive study of three major economic indicators: three-year average unemployment rate, poverty rate, and per capita market income. This study is then used to define economic levels in each county in Appalachia. A county in Appalachia can be defined as a distressed, at-risk, transitional, competitive, or attainment county. A county identified as distressed is in the bottom 10% of all U.S. counties. Of the 93 counties in Appalachia classified as distressed in 2013, 36 are in eastern Kentucky.

Education has been historically undervalued in Appalachia. Fluctuations in the coal market and broader energy sector, along with technology advancements requiring fewer laborers, have shrunk the tax base, forcing schools and districts to move to larger, centralized areas. This centralization created economies of scale, but greatly disadvantaged many students who had to travel a significant distance. Instead of enduring long commutes, many students simply stopped attending school when their designated school changed. Not surprisingly, this led to a generations of individuals who were less educated than their counterparts in other communities.

Today's landscape reflects this reality. The legacy of previous generations' lack of education continues to hamper economic progress in the region; there are and significant correlations between the lack of education and the ability to attract businesses to the region, creating a perpetual shortage of diverse employment opportunities for the population, where per capita income and salaries are 30% below the national average ("Economic Growth in Kentucky: Why Does Kentucky Lag Behind the

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Rest of the South?", Center for Business and Economic Research at the Gatton College of Business and Economics, University of Kentucky, 2008; U.S. Census Bureau, Selected Economic Characteristics DP03, Various Years). The lack of emphasis on education over time and the continued difficulties faced by those who attend school has led to a profound achievement gap between students in low-income Appalachia and students in wealthier parts of the state.

This class-based gap in academic achievement manifests itself as early as kindergarten, where students from low-income communities enter the classroom having heard, on average, 30 million fewer words than their peers growing up in more affluent communities (Hart, Betty and Risley, Todd. "Meaningful Differences in the Everyday Experience of Young American Children." 1995). By 8th grade, there is a remarkable gap between TFA's partner districts and the four wealthiest districts in the state: Anchorage, Beechwood, Ft. Thomas, and Oldham County. The gap continues throughout high school, where in 10th grade, the gap between the average proficiency level of students in our partner districts and those in more affluent districts is still remarkable. Students in wealthier districts score 33 percentage points higher in English, 38 percentage points higher in math, and 29 and 24 percentage points higher in reading and science, respectively. This translates into a huge gap in the knowledge and skills between graduates of the wealthiest and most-distressed counties in Kentucky.

The most pronounced achievement gap in Kentucky is the college and career readiness gap between students in low-income areas and students in the wealthiest Kentucky districts. The state mandates that every 11th grade student must take the ACT test, and the score a student receives for each subject area must meet a certain threshold in order for that student to be considered college or career ready (18 for English, 20 for reading, 19 for math) ("College and Career Readiness in Kentucky," Kentucky Council on Postsecondary Education). In the four wealthiest public districts in the state, 74% of students reach these benchmarks, compared to only 23% of students in our Appalachian partner districts (Interim Performance Report, Kentucky Department of Education, 2010).

An achievement gap of 51% between TFA's partner districts and the four wealthiest districts in the state is shocking. Equally shocking is the fact that, of all 11th graders in Kentucky (43,000+), only 43% are considered college and career ready. This metric ranks Kentucky 50th out of 50 states and the District of Columbia, and illustrates how woefully prepared our students are to successfully begin their career or college.

An inadequate number of highly qualified, exceptional, and diverse teachers drives this deficit of excellent educational opportunities for students in Appalachia. Research consistently demonstrates

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that good teaching is the single most important factor in student learning; if schools have access to high quality, effective teachers, the life prospects of those students most in need can improve significantly. An inadequate number of teachers manifests itself in the form of teaching positions that remain vacant well into the school year, an inability to retain the highest performing teachers, and under-qualified teachers teaching in Kentucky's high-need subjects of math, science, social studies, English, and foreign language. Historically, in schools where TFA-KY now places teachers, administrators often struggled to find highly qualified candidates for their vacant positions. As a result, they were forced to leave positions vacant, not offer specialized and higher-level courses or, as in the case of required or basic courses, resort to hiring long-term substitute teachers to fill vacancies. For instance, before TFA-KY's partnership with Betsy Layne High School in Floyd County, administrators had not hired a chemistry certified teacher for five school years. A Spanish teacher in Knox County replaced Rosetta Stone, the language learning software, as the means by which students were receiving Spanish language education. To address the specific subject-area deficits described above, 95% of TFA-KY corps members (CMs) teach secondary math, science, social studies, English, and foreign language.

AmeriCorps Members as Highly Effective Means to Solve Community Problems: Our mission is to build the movement to eliminate educational inequity by enlisting our nation's most promising future leaders in the effort. We recruit outstanding recent college graduates and professionals who commit two years to teach in urban and rural areas and become lifelong leaders in pursuing educational excellence and equity. With extensive training and support, these CMs work relentlessly as the teacher of record to ensure that students growing up today in low-income communities are given the educational opportunities they deserve. Each CM makes a minimum of a two-year commitment to teach in the region (the equivalent of 360 instructional days). Over the course of their two years, the 46 TFA-KY CMs will spend nearly 50,000 hours in instruction and 8,000 hours in planning and collaboration with their peers. As alumni, they are a powerful force of leaders who act on the conviction and insight they gain from their teaching experience, working in education and all other sectors to effect the fundamental changes needed to ensure that all children have an equal chance in life.

As participants in the professional corps program, TFA-KY's AC members are particularly well-suited to address the problem of educational inequity for two key reasons. First, we provide low-income school districts with a pool of highly successful candidates who exhibit the traits of highly effective teachers. Second, in addition to providing pre-service training, we are one of the few teacher

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providers in the country that continues to provide ongoing support to teachers while they are in the classroom. Because of our rigorous selection model and our training focused on student achievement, TFA AC members are consistently reviewed as the strongest new teachers with the greatest impact on student achievement in every subject area, as indicated by numerous rigorous independent studies.

The disparity in academic outcomes between low-income students and their more privileged peers is shocking, but it is not inevitable. Rather, it has been measurably proven that when students are given opportunities to realize their potential, they excel. Over the past two decades, TFA CMs have impacted more than three million students during their two-year commitments, and inestimably more as they continue teaching or take on positions of leadership in education and other sectors. In Appalachia, we have the unique opportunity to work with 17 local districts, the Kentucky Department of Education, education cooperatives, parents, and the Prichard Committee for Academic Excellence as part of the solution to meet the growing demand for highly-qualified educators who go above and beyond traditional expectations to provide their students with an excellent education. We target placements in high-need secondary subject areas and in School Improvement Grant (SIG) and priority schools. 95% of corps members teach in high-need subject areas, 24% of corps members teach in SIG schools, and 26% of corps members teach in priority schools. For instance, Jessica Pitts, a 2011 TFA-KY CM teaching math at Knox Central High School in Barbourville, KY, set out to ensure that her students were college and career ready. This distinction is bestowed on students scoring a 19 on the math portion of the ACT and on average, only 20% of students at Knox Central High School attain college and career readiness. At the end of the school year, 89% of Ms. Pitts' students scored the necessary score to be considered college and career ready, a remarkable feat given past performance at the same school. This story, along with many others, motivates us to move forward with optimism and passion. Together with partners, we will prove what's possible in rural Appalachia and increase not only high school graduation rates, but also the per capita rate of citizens with bachelor's degrees. Increases in these two metrics will impact communities for decades and provide the next generation with unmatched opportunities in a global marketplace.

Evidence-Based/Evidence-Informed and Measurable Community Impact: There is a strong research base on the effectiveness of TFA CMs' impact on student achievement, including two 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 students of TFA secondary 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

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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 CMs produce a net gain in student achievement relative to students of other novice teachers, and sometimes experienced ones: In a 2011 article using data from North Carolina, scholars at 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 a 2013 study using data from Texas, Edvance Research Inc. found that students of TFA CMs score higher in mathematics than otherwise similar students taught by novice teachers in middle schools without CMs. In a 2012 study using data from the Los Angeles Unified School District, the Harvard Strategic Data Project found first-year TFA CMs more effective than other first year teachers in teachers of both math and reading in grades 3 through 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 in the above paragraph): Clark, M. A., Chiang, H. S., Silva, T., McConnell, S., Sonnenfeld, K., Erbe, A., & Puma, M. (2013). The effectiveness of secondary math teachers from Teach For America and the Teaching Fellows programs. (No. NCEE 2013-4015). Washington, DC: Institute of Education Sciences and Mathematica Policy Research, Inc; Decker, P. T., Mayer, D. P., & Glazerman, S. (2004). The effects of Teach For America 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 Teach For America in Texas schools. San Antonio, TX: Edvance Research, Inc.; Strategic Data Project. (2012). SDP human capital diagnostic: Los Angeles unified school district. Cambridge, MA; Noell, G.H., & Gansle, K.A. (2009). Teach For America teachers' contribution to student achievement in Louisiana in grades 4-9: 2004-2005 to 2006-2007. 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

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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.

Additionally, our regional survey of CMs' principals echoes this effectiveness. 100% of principals in Appalachia are satisfied with TFA CMs at their school and 93% say TFA CMs have a greater impact on student achievement versus the typical non-TFA beginning teacher. The most telling data, however, is that 100% of principals would recommend hiring TFA CMs to a fellow school leader.

Member Training: TFA-KY's training begins immediately after admitted applicants accept their offer, and spans the entirety of CMs' two-year commitment. The bedrock of our training and evaluation model is a framework we call Teaching As Leadership (TAL), which includes the six strategies we have found (through extensive research) 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.

Induction: CMs gather in Appalachia for one week in June to learn about the region's unique history, assets, and challenges. During this week, CMs have an opportunity to learn from a wide range of community leaders as well as spend time visiting and serving with a variety of community organizations that work alongside TFA-KY to improve the region. Previous organizations have included Hindman Settlement School, Christian Appalachian Project, Appalachia Service Project, Appalshop, RAMP, and collaborations with AC VISTAs from Pathfinders of Perry County and the Foundation for Appalachian Kentucky. The collective learning that CMs engage in during induction provides a critical foundation for their ongoing training.

Institute: The core component of our training program is a rigorous five-week, residential summer institute. TFA hosts nine training institutes throughout the country. Appalachia CMs attend the regional institute in Cleveland, Mississippi, a rigorous teacher preparation program. Training at the rural Mississippi institute is an intentional effort to replicate the experience of teaching in a rural environment in Kentucky. Curriculum sessions are led by faculty comprised primarily of TFA's highest-performing alumni. These interactive courses, which include structured reflection sessions, as well as lesson planning and curriculum clinics, are designed to build knowledge, deepen skills, and apply learning to actual teaching.

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TFA partners with school districts across the Mississippi Delta to run a summer school program for thousands of students under the close supervision of veteran teachers from the school district and TFA instructional staff. CMs teach in teams while receiving feedback from experienced teachers with proven track records of success. The TFA instructors observe every corps member several times each week, provide them with written feedback, and engage in constructive, problem-solving discussions to help them refine their teaching practice.

While CMs engage in authentic teaching and learning experiences in their summer school classrooms, they are also participating in daily curriculum sessions described above. Through opportunities for practice, observation, coaching and study, as well as careful planning and thoughtful reflection, CMs are well prepared to address educational inequity head on when they return to Appalachia.

Orientation: Upon their return to Appalachia from institute, CMs attend an orientation facilitated by TFA-KY staff consisting of rigorous workshops that enable CMs to apply the skills and knowledge they acquired at institute to their work in their classrooms. During orientation, CMs engage with curriculum resources that are specific to Kentucky state standards and graduation requirements. CMs utilize these resources to build long-term plans, unit plans, and lesson plans for their specific classrooms. At orientation, TFA-KY staff help build regional context for CMs and provide them with a framework to set meaningful goals for their students. Through engaging with curriculum and instructional resources that are specific to teaching in Kentucky, CMs leave orientation prepared to begin teaching successfully.

Ongoing Support: Building on the foundation received during the summer training, TFA-KY's program team provides intensive training and professional development. CMs are paired with a Manager of Teacher Leadership Development (MTLD). MTLDs lead a cohort of approximately 20 CMs clustered by the geographic location of schools. MTLDs conduct observations of CM classes, providing feedback and support. They work with CMs to review student data to identify and find solutions to problems or gaps in student achievement. This approach builds CMs' abilities to independently evaluate student outcomes, identify causes of problems, and seek solutions. Also, CMs meet regularly in content- or grade-level-specific learning teams, led by experienced teachers, to discuss ongoing challenges and share best practices.

Throughout the training and support cycle outlined above, we embed several opportunities to invest CMs in the broader AC community of service as well as reinforce key issues of AC compliance. Prohibited activities are introduced to CMs at induction and reviewed at orientation to ensure that

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they have clear and solid understanding of their responsibilities. We continue to enforce collective compliance at monthly professional development sessions and via email blasts. Individual compliance will be monitored by staff members 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 CMs, staff are able to review regulations with members and verify that CMs are not engaging in prohibited activities. Our placement schools in Appalachia will be provided with an AC orientation guide, which includes information on AC policies and prohibited activities. Ensuring that our principals and other school administrators are aware of these activities provides another system to ensure CMs are not engaging in these activities, as well as an onsite resource, should they have any questions or want clarification or guidance on any planned activities before participation in them.

CMs also provide supervision and instruction to their classroom volunteers to ensure they have clear expectations, goals are met, and that no volunteer engages in prohibited activities. Finally, each corps member signs a statement on our mid- and end-of-year surveys affirming they have managed and supervised their recruited volunteers at a level they can ensure no volunteer has engaged in prohibited activities.

Member Supervision: TFA-KY's plan for supervising CMs may differ from the majority of AC programs because we are a professional corps. All TFA CMs 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. As a professional corps, TFA-KY CMs are most directly supervised by their school leadership: principals, department chairs, and other administrators. Therefore, our supervision plan is concerned with corps member development and evaluation in conjunction with each school's development plans.

As mentioned above, each corps member is assigned a Manager of Teacher Leadership Development (MTLD). Each MTLD supervises a cohort of CMs, assigned by geographic location. Given the large geographic area over which our CMs are placed, this structure allows for more frequent observation and deeper partnerships with schools to ensure a high level of supervision.

As an added layer of support, each MTLD is in turn supervised by a Director of Teacher Leadership Development (DTLD), who provides managers with the resources needed to maximize support to their CMs. The DTLD also conducts regular weekly observations of CMs and managers to provide additional support when needed.

Commitment to AmeriCorps Identification: TFA is undergoing an organization-wide rebranding in

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2013, giving us an opportunity to further integrate the AC brand in our national and regional marketing efforts. This includes integrating the AC logo on our recruitment brochures and posters, letterhead, and both regional and national websites. Additionally, we continue to spread AC-based postings across social media platforms such as Facebook, Instagram, and Twitter.

TFA-KY is committed to communicating the important role AC plays in our community by taking specific steps to promote AC. TFA-KY will brand all locally-based publications, including our formal letterhead, as well as provide an AC orientation to partner principals to ensure they understand AC and can identify with the brand and program to external constituents such parents, community organization, district officials, and donors. Additionally, CMs will display AC signs in their classrooms and will be provided with AC gear (lapel pin/lanyard) to wear daily. TFA staff, with help from the Kentucky Commission on Community Volunteerism & Service, will help facilitate connections between TFA teachers and other Kentucky AC members, thereby fostering greater collaboration and community building through partnership. Finally, CMs will participate in AC's national days of service and TFA will promote and participate in AC Week each year.

Organizational Capability

Organizational Capability: TFA is co-led by Chief Executive Officers, Matthew Kramer and Elisa Villanueva Beard, who work with a national Board of Directors and our eight member leadership team to set TFA's overall strategy and direction. The national Board meets four times annually, and is charged with exercising its fiduciary duties to ensure that the organization is run effectively and within all relevant laws and regulations.

Our finance functions are housed nationally, and this team reports to the auditing and finance committees of our board, and works closely with our national and regional development teams and budget managers to coordinate revenue and expenses throughout the organization. This structure allows for the appropriate breakdown of responsibilities, 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, TFA-KY is led by a local Executive Director, Will Nash, who manages the operations of the regional site, sets the regional vision, and oversees execution of our program to ensure that we are meeting the unique needs of specific communities. As with all Teach For America regions, TFA-KY has local decision-making power; national offices provide expertise and support on administrative functions. He manages three staff members: Joshua Sparks, Director, Teacher Leadership Development, who in turn supervises two Managers of Teacher Leadership Development; Taylor

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Ballinger, who serves as the Director, Community Partnerships and is responsible for school partnerships and fundraising; and Crystal Kinser, the Manager, Regional Team Operations, who oversees daily operations and AC compliance. Five of the six staff members identify Kentucky as home, whether as birthplace or college allegiance and all six now live in Kentucky full-time.

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

Compliance and Accountability: As a long-time AC grantee, we have developed systems to ensure compliance with AC requirements and regulations. First, corps member eligibility components of compliance are housed nationally by our Admissions and Public Partnerships teams. As corps member matriculate into the program, they are required to submit eligibility documentation and go through background checks. This approach to compliance management ensures that CMs have met the eligibility requirements prior to beginning their service.

Additionally, our Public Partnerships team trains all regional program staff on both acceptable and prohibited AC activities, so they are equipped to educate CMs and monitor member activities. Second, trained regional staff provides pre-service training to CMs, which engenders in CMs a deeper understanding of their role as an AC member. Additionally, TFA provides school administrators with a handbook that will communicate AC rules and regulations and outline the prohibited activities. Our Public Partnerships team is also available for consultation with regions, CMs and site supervisors.

Through site visits, classroom observations, and regular communication with site supervisors, our MTLs will provide oversight of CMs. Due to the frequency of interactions that MTLs have with CMs and their in-depth knowledge of the prohibited activities, they will be able to ensure that members are operating in accordance with AC regulations. Additionally, all incoming TFA CMs in are required to sign documents attesting they have read and understand the AC prohibited activities, and at the end of the school year all CMs are required to sign a form certifying they did not violate any

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activities prohibited by AC. Principals are also required to certify at the end of the school year that no AC policies were violated.

Additionally, our Public Partnerships team conducts regular regional site visits and audits corps member activities and files to ensure compliance with AC regulations.

If a TFA staff member or school administrator suspects that a member is engaging in a prohibited activity, they will notify their regional leadership team. Partnering with our Public Partnerships team and legal counsel, the regional leadership team will assess the suspected violation and suspend the AC member until the issue is resolved.

Continuous Improvement: As an organization, TFA believes learning and continuously improving is a key component to our core value of leadership. As such, intentional structures have been put in place to gather necessary feedback and improve based on the needs of all of our stakeholders. As a region, we are constantly seeking out feedback from our district partners to learn how to better support our CMs to have the highest impact on student achievement. Informal feedback is not only welcome but requested on a regular basis by our Teacher Leadership Development staff and Executive Director during school visits and regular phone and email communication. TFA-KY values feedback from school administrators for the opportunity to address issues and incorporate solutions as quickly as possible. Formal feedback is requested at least yearly through a principal survey.

CMs also provide an invaluable measure of feedback, both informally (similar to our district partners), and formally, through mid-year and end-of-year surveys throughout the year as well as one-off surveys after significant events or milestones. Through these surveys, TFA-KY staff seeks to ensure not only that CMs are receiving adequate support to drive high student achievement, but also that we provide the tools necessary to develop lifelong leaders in our mission for educational equity.

Full-team staff step-backs occur twice yearly to reflect on progress to goal and align on and adjust strategies for the upcoming year. Yearly goals and strategies are determined after careful quantitative and qualitative analysis of feedback from stakeholders and student achievement data gathered throughout the year.

Cost Effectiveness and Budget Adequacy

Cost Effectiveness : TFA-KY is requesting 46 full-time member slots at \$2,000/MSY through a professional corps reimbursable grant. To achieve our ambitious student achievement goals, TFA-KY maintains a low CM to MTLTD ratio in order to best support CMs. These personnel costs and related CM professional development expenses have informed our decision to request \$2,000/MSY.

Our program design is a particularly cost effective model for increasing student achievement. First,

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we provide low-income school districts in Appalachia with a national pool of pre-screened talent they would not reach otherwise. 24% are from Kentucky or attended college here and another 30% are from the Appalachian region. Furthermore, nearly all of our Appalachia CMs are involved with their students' achievement outside of class time as well as during school. From after-school tutoring, coaching wrestling or cheerleading, or sponsoring the debate club or model United Nations team, our CMs embody a true commitment to their students' holistic development. In one extraordinary example, two of our Spanish teachers from Lynn Camp and Barbourville High Schools, both in Knox County, raised \$15,000 to take their students to Honduras. For one week in June 2013, students from Barbourville City School and Lynn Camp High School traveled to San Pedro Sula, Honduras to help with the construction of schools through Students Helping Honduras, a non-profit organization. In a bold effort to shape their students into problem solvers and global citizens, the work of these two Spanish teachers has already and will continue to have an incredible impact in their classrooms. Attempts to craft equitable learning experiences for students would cost districts exponentially more without AC members, who are charged with going above and beyond the traditional expectations of a teacher in the classroom in order to make significant academic gains with their students.

Second, our administrative costs 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. Our recruitment costs are less than \$4,000 per corps member -- 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 corps member 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., "The Results of the Tennessee Class Size Experiment," American Educational Research Journal, 2000; "Improving Student Achievement: What State NAEP Scores Tell Us," RAND Corporation; Rivkin, S., Hanushek, E. & Kain, J., 2005). Additionally, the support and professional development we provide is equivalent to providing masters-level coursework to each corps member over the period of their commitment.

Our 2015 budget is \$1,797,000; with \$2,000/MSY; we depend on other funding sources to raise the additional funding necessary to support our CMs.

TFA-KY has significant experience raising the resources necessary to run our program from a variety of sources: foundations, corporations, individual donors, and public sources. We actively seek to grow

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funding across all sources going forward, expanding across eastern for both funding and placement opportunities.

In order to raise the required revenue, TFA-KY has taken a two-pronged approach, working both locally and nationally to meet our development needs. Locally we seek to cultivate relationships with individuals, corporations, and foundations who see education as the key to advancing their communities. We meet one-on-one with potential donors in order to build their understanding of our work and give them insight into who we are, what we believe, and our vision for education in Kentucky.

Nationally, TFA has targeted those foundations and individuals who focus giving priorities on rural areas, specifically Appalachia/eastern Kentucky. There are a number of individuals who grew up in Appalachia who have since moved away, but are interested in continuing to see the region flourish. We identify those individuals and cultivate relationships with them as well in order to inform them of our vision for the region and their community specifically. As an organization, we are consistently working six to eight months in advance in order to meet with donors, build a relationship and "make an ask." This runway provides us with the opportunity to conduct thorough research and be thoughtful and strategic about our approach.

Given our proven record of success and strong program and development operations, we are confident that we will be able to raise the funds necessary to effectively run our program. In 2010, Worth Magazine named TFA one of the 10 most cost effective charities in the country. Additionally, in 2012, Charity Navigator gave TFA a perfect 4-star rating for the twelfth straight year.

So far, we have raised \$860,000 in FY2014, which includes dollars from: FOUNDATIONS: In FY 2014, we have raised \$670,000 from foundations so far, which comprises 78% of our regional cash-in to date. We continue to prioritize forming new partnerships with both national and Kentucky foundations. Additionally, we 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: So far in FY2014 we have raised \$15,000 from corporations, which comprises 2% of our regional cash-in to date. To ensure that prospective corporations understand that TFA can provide a significant return on their investment, we are creating unique partnership opportunities that align with individual corporations' strategic plans and philanthropic priorities, enabling them to view our partnership as mutually beneficial. INDIVIDUALS: So far in FY2014 we have been able to raise \$6,000 from individuals in the Kentucky community, with an additional \$16,000 in outstanding asks to new and existing

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individual supporters, which total comprises 3% of our regional cash-in to date. We plan to hold events throughout the remainder of the year to further expand our pool of potential supporters and to increase awareness of TFA among new networks of individuals. SCHOOL PARTNERS: In addition to the fundraising efforts noted above, we received \$94,500 from our school partners to help offset the training and recruitment costs of the TFA-KY teachers working their schools. These funds comprise 11% of our regional cash-in to date. PUBLIC: So far in FY2014, we have been granted \$75,000 in public funds in Kentucky, which comprises 9% of our regional cash-in to date. If TFA-KY were to be granted a state AC grant, it would comprise approximately 5% of our regional budget in the next year.

Budget Adequacy: TFA --KY's budget supports our program and reflects our priorities. 89% of the budget is spent on costs related to recruiting, selecting, training, and supporting our CMs -- our key program activities. Another additional 5% of our budget supports our work with our alumni. These allocations reflect the emphasis we place on offering schools a highly-qualified, diverse pool of qualified candidates, and providing CMs with the training, ongoing support, and professional development that enables them to lead their students to make significant academic gains. As a professional corps, our CMs do not receive a stipend through AC.

Currently, the only CNCS support TFA-KY members receive is education awards for our CMs. All operating dollars from our national direct grant go to national grant costs, such as recruitment, institute, and admissions.

We are confident that we will be able to raise total program costs. In fact, TFA is recognized by outside groups for its efficiency. In 2010 Worth Magazine named TFA one of the 10 most cost effective charities in the country.

TFA-KY has already built a solid foundation of diverse funders from both inside and outside Kentucky. Our current donors include individuals in Kentucky, North Carolina, West Virginia and Washington D.C., foundations in Kentucky, Oklahoma, North Carolina, Tennessee and Connecticut, and corporations in Kentucky. Given the wealth transfer that takes place between generations of Kentuckians, it is important that TFA-KY takes a broad view of potential funders and pursues the best opportunities no matter where a funder currently lives.

Evaluation Summary or Plan

N/A

Amendment Justification

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N/A

Clarification Summary

Clarification 4/9/14

Budget Clarification:

The budget has been revised to reflect 46 MSYs at \$800/MSY for a total grant amount of \$36,800.

This section has been updated.

1. Member training costs will be covered by other funding sources and are not being charged to AmeriCorps.

Programmatic Clarification:

1. Teach For America-Kentucky AmeriCorps members participate in districts' standard hiring processes. Our corps members are just one of many avenues that school leaders access to fill their vacancies.

Because TFA works with school and 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 school district. We do not receive any special hiring arrangements beyond those permissible by school district officials and school boards.

Furthermore, there are no special incentives for hiring decision-makers, typically individual principals, to favor our corps members over other qualified candidates. If and when our corps members are selected, it is because these individual decision-makers believe the individual corps member is the most qualified candidate for the vacant teaching position at their school.

To ensure that we are serving the highest need students populations in Kentucky, TFA works with hiring decision-makers to ensure that we are matching our efforts with district needs. In particular, TFA members teach in high-need subject areas that would otherwise go untaught. For approximately 80% of roles TFA corps members currently fill, they were the only applicants for the teaching position. The demand for TFA Kentucky corps member is so great that in 2014-15, we will add five new districts due to the number of teacher vacancies and the persistent demand from districts outpaces our incoming corps of 46 corps members.

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2. As a professional corps program, Teach For America-Kentucky AmeriCorps members are paid staff employed by public school districts. Similar to any other employment opportunity, our corps members apply and compete for open positions. Therefore, our corps members do not displace paid staff but only fill vacancies opened to the general public that the district is interested in hiring qualified persons to fill. TFA AmeriCorps members participate in the districts' standard hiring processes, whereby individual school principals are responsible for interviewing and hiring new teachers for their schools. Our corps members are just one of many avenues that school leaders access to fill their vacancies .

Because TFA works with school and 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 school district. Our Professional Services Agreement (PSA) with school districts, in part, reinforces that expectation with the following language:

Individual school councils and principals will be responsible for hiring Teachers, and principals may choose to hire no Teachers through Teach For America. (Kentucky PSA, pg. 1, effective 2014)
For example, in cases when there is a reduction in force, our corps members receive the same protections as other teachers and would be subject to that reduction in force in the same manner as other first- and second-year teachers.

We do not receive any special hiring arrangements beyond those permissible by school district officials and school board.

3. TFA's partnership with AmeriCorps is pivotal to recruiting and retaining high-quality, diverse corps members to serve in our communities' highest-needs schools. TFA is committed to ensuring that AmeriCorps slots are available to all eligible corps members to ensure that we are recruiting and retaining the highest achieving, most effective teachers. Additionally, AmeriCorps membership promotes national service and all-corps identity among all TFA corps members. At the start of the grant application process, TFA projects the total number of corps members for the following year based on anticipated retention rates of current corps members 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

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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 46 slots requested by TFA-AR 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 the National Direct slots will be required for TFA-Kentucky. If TFA-Kentucky is awarded 46 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.

Performance Measure Clarification:

1. In order to ensure corps members are working in schools where the largest percentage of students come from economically disadvantaged backgrounds, Teach For America relies on the information reported from individual districts to the Kentucky Department of Education regarding the percent of students who receive free and reduced priced lunch. All TFA-Kentucky corps member placements are conducted under the auspices of a contractual agreement with our placement partners. These documents stipulate that TFA-Kentucky will not allow corps members to be placed in schools where less than 51% of the school's student population receives free or reduced priced lunch. Therefore, all schools where TFA-Kentucky places members have over 50% of students receiving free or reduced-price lunch; the average across placement schools is 70% of students. 100% of our corps members are placed in Title I schools.

As the full-time teacher of record, our corps 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. As such, all students that are in our corps members' classroom on the last day of school will be counted toward ED 2.

2. Teach For America uses an internal system, Student Achievement Measurement System (SAMS), to track student academic progress. SAMS is not an assessment itself, but rather a system we use to aggregate results across all of the assessments that our corps members administer. Because our corps members are working in 48 different regions, in over 600 school districts/charter networks, and teach

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every subject area/grade level, we must be able to aggregate results to evaluate our corps member impact over time and across regions.

We take several steps to ensure the quality of the assessments administered. We recommend, and in many cases provide, our corps members with access to rigorous and standardized assessments like the ACT, Gates-MacGinitie Readings, Northwest Evaluation Association's Measures of Academic Progress, STAR Assessments. In addition, many corps members use their state standardized exams to measure impact, and we expect that number will grow as states utilize assessments aligned with the Common Core. Program staff also review and audit assessments for rigor and alignment. Experts from our national Teacher, Preparation, Support, and Development Team provide training to regional staff and our corps members on the properties of rigorous and aligned assessments, and our regional staff recommend assessments to corps members for use in common subjects and grades.

SAMS is designed to enable us to aggregate and combine onto a single continuous scale all the results on these assessments; we refer to it as a continuous measure because we use it to assess average performance across all corps members rather than the percentage meeting a particular threshold.

Improvement is defined as the equivalent of at least one year's worth of growth. Targets include only students who will receive specific instruction in literacy and/or math, which makes of a sub-set of our entire teaching corps. This target is not inclusive of our corps members teaching subjects other than math or literacy.

3. We have deleted ED 15, as it is duplicative of ED 5. Our target for ED 5 includes only the number of students with improved academic performance in literacy and/or math.

4. The number of MSY have been adjusted to reflect 0.01 MSY for the Teacher Corps objective and 45.99 MSY for the K-12 Success objective.

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. We will make

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our best 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 our 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 our movement. TFA is committed to providing reasonable accommodations to differently-abled corps members through the application process and in the training we provide during the corps experience. As a professional corps, TFA does not have the ultimate hiring authority. However, we do have targeted recruitment campaigns to ensure core diversity and an inclusive selection and recruitment process. Our 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.

No-Cost MSY Clarification: N/A

Continuation Changes

N/A

Grant Characteristics