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Executive Summary

Teach For America -- D.C. (TFA-DC) will have 120 AmeriCorps (AC) members teaching in more than 80 of our region's lowest income schools. The AC members will be responsible for cultivating leadership, an ethic of service, and civic engagement in early childhood, elementary and secondary classrooms across the region's low-income schools. By the end of the school year (June 2015), our corps members will have created positive academic outcomes for 11,220 students. In the long term, these members will continue their commitment to educational equality as master teachers, principals, administrators, and life-long advocates for equity in public education. In addition, AC members will leverage an additional 120 volunteers engaged in supporting students in our classrooms.

This program will focus on the CNCS focus area of Education. The CNCS investment of \$96,000 will be matched with \$30,893 in private funds. Additionally, TFA-D.C. will raise an additional \$6M to support our program operations.

Rationale and Approach/Program Design

a. Problem/Need: In stark contradiction to the ideals of a democratic society, a child's zip code unjustly predicts his or her educational outcomes and life prospects. The consequent 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. As children move through the system, the gap continues to widen. In the District of Columbia (D.C.), there are more than 40,000 students, 77% of whom qualify for the free or reduced lunch meal program, a common indicator of poverty. A majority of schools, over 75%, receive Title I funds, another indicator of poverty (<http://dc.gov/DCPS/About+DCPS/Who+We+Are/Facts+and+Statistics>).

Educational inequity limits the life prospects of tens of thousands of children growing up in low-income areas throughout the District. Low-income students in D.C. are, on average, 1.5 years behind low-income students across the country. For instance, despite this year's record National Assessment of Educational Progress growth, underachievement persists across all grade levels, with fewer than 17% of 8th grade students and only 28% of 4th grade students proficient in reading. Furthermore, 8th grade students' reading skills are on par with that of the 4th grade national average. D.C. student's achievement results are among the lowest of all states across all grades and subjects. This gap

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ultimately translates into a reality where fewer than 60% of D.C. students graduate high school (<http://dc.gov/DCPS/About+DCPS/Who+We+Are/Facts+and+Statistics>).

TFA -- DC serves schools in every ward of DC. Within the schools where TFA -- D.C. places corps members (CMs), 26% of which receive School Improvement Grant funding or have been identified as Priority Schools, an inadequate number of teachers means teaching positions remain vacant well into the school year, an inability to retain high performing teachers, and under-qualified teachers teach in high-need subjects such as math, science, special education, and early childhood education. To meet the need for highly qualified teachers in subject and content area with shortages, TFA-D.C. places over 50% of CMs in schools to teach STEM subjects. Additionally, 34% of our CMs teach special education and 17% are placed as early childhood teachers. In addition to placing CMs in high need subject areas, TFA-D.C. is meeting the need for new teachers within the District of Columbia Public School (DCPS), as last year alone, the district hired 400 new teachers to fill vacant positions.

AmeriCorps 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 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 to ensure that students growing up in low-income communities receive the educational opportunities they deserve. As alumni, these CMs 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-D.C. CMs are particularly well-suited to address the problem of educational inequity for two key reasons. First, we provide low-income schools and districts in D.C. with a national pool of highly qualified, talented candidates who exhibit the traits of highly effective teachers. Second, in addition to providing pre-service training, we are one of the few teacher providers in the country that tracks student outcomes and continues to provide ongoing classroom support to teachers. Because of our rigorous selection model and our student achievement focused training program, TFA CMs are consistently reviewed as the strongest new teachers with the greatest impact on student achievement

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Clear evidence shows that the academic opportunity gap is closeable and TFA-D.C. is contributing to these efforts; TFA -- D.C. CMs achieve tremendous results with their students. For instance, TFA alumni Natalie Gordon, the principal at Jefferson Academy in Southwest DC, was recently honored with the highly prestigious 2013 Rubenstein Award for Highly Effective Leadership. Gordon and her staff -- which include five TFA alumni and another 2013 Rubenstein Award winner, Greg Dohmann -- led the school to achieve 12% growth in math scores and 11% growth in reading scores on the DC Comprehensive Assessment System, earning the school the title of "one of the most outstanding middle schools in Washington, D.C. ("Jefferson Middle School Academy" District of Columbia Public Schools. <http://profiles.dcps.dc.gov/Jefferson+Middle+School+Academy>, (November 2013).) These results are indicative of TFA-D.C. broader success; in fact over 70% of CMs have led their students to the equivalent of one year of grade growth or more in one academic year.

The success of our alumni and CMs are consistently recognized by DCPS, as well as the Office of the State Superintendent of Education (OSSE), which includes our public charter schools as well. The 2013 DCPS "Teacher of the Year" and "New Teacher of the Year" award winners were TFA alum, Kathy Hollowell-Makle, and 2012 CM, Melody Maitland. Additionally, three of the last four "DC Teacher of the Year" award winners, named by OSSE, recognizing an outstanding educator across DCPS and public charters, have been TFA alumni. Dr. Ian Roberts, the principal of Anacostia High School, located in one of the highest-need communities in the District, said "I cannot even envision the strides we've made without 24% of our teaching staff and 30% of our leadership staff who are Teach For America corps members and alumni." He further stated "when I think about the achievements in the past 20 years, I think it's not a coincidence that we've had Teach For America presence."

Currently, the most critical roles in public education in the District of Columbia are held by TFA alumni. This includes the Chancellor of DC Public Schools, Kaya Henderson, the State Superintendent of Education, Jesús Aguirre, and the Deputy Mayor for Education, Abigail Smith. Additionally, more than 400 alumni continue to serve as classroom teachers in our schools, impacting thousands of students in D.C. every day.

Evidence Base: 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 that meet, without reservation, the What Works Clearinghouse Standards. A 2013 study by

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Mathematica Policy Research, Inc. (MPR) 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 programs. Additionally, a 2004 study by MPR 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 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 relative to experienced teachers: 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 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 section: 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

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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 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.)

c. Member Training: The bedrock of our training and evaluation model is a framework we call Teaching As Leadership (TAL), which includes six strategies we have found to drive effective teaching: (1) setting an ambitious vision; (2) investing students and families in that vision; (3) planning purposefully to meet ambitious goals; (4) executing plans effectively; (5) working relentlessly to achieve their vision; and (6) continuously reflecting and improving. Each of these strategies corresponds to a series of 28 teacher actions, which comprise the TAL rubric.

INDUCTION-- At the beginning of the summer, CMs spend a week in Washington, D.C. learning about the communities in which they will serve. Induction provides CMs the opportunity to learn about the culture, context and history of the communities in which they will teach, and the African American history of the U Street Corridor and Shaw neighborhood. For the last two years, CMs have been welcomed by principals, community leaders and partners at an opening dinner hosted at the historic Howard Theatre, located in the heart of Shaw. Additionally, CMs begin to learn about their teaching placements and certification requirements, as sessions are hosted by school, district and university partners, to prepare teachers for the school year ahead. Finally, Induction provides the opportunity for CMs to build the support network that is crucial to success in the difficult first year of teaching. Besides building bonds with their colleagues during team and cohort-building activities, dinners are hosted in the homes of many of our local donors and supporters, providing CMs the opportunity to build relationships with outstanding business and philanthropic leaders, many of whom act as mentors.

INSTITUTE -- The core component of our training program is a rigorous, five-week residential summer institute, which CMs attend in Philadelphia, PA. TFA-D.C. partners with the School District

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of Philadelphia, where CMs teach summer school classes and receive supervision and mentorship by both a veteran teacher and a TFA staff member, both of whom provide frequent feedback to develop CMs' skills. CMs also attend regular training sessions that include topics such as classroom management and culture, instructional planning and delivery, student assessment and evaluation, and parent investment.

ORIENTATION -- After institute, CMs return to Washington, D.C. for orientation. TFA -- D.C. staff provide CMs with historical student achievement data on schools in D.C. to help build context and provide a framework to set meaningful student goals. Through engaging with curriculum and instructional resources that are specific to teaching in D.C., CMs finalize long-term lesson plans and leave orientation prepared to begin teaching successfully.

ONGOING SUPPORT -- Building on the foundation received during the summer training, TFA-D.C.'s program team provides intensive training and professional development. CMs are paired with Managers of Teacher Leadership Development (MTLDs), who are employees of TFA-D.C. that were former highly-effective teachers. Each MTLD manages an average of 35 CMs. These cohorts are organized by school and community, which enable coaches to build a deeper relationship with school leadership, as they're managing across fewer schools and principals. To ensure CM effectiveness, MTLDs conduct observations of CM classrooms and provide feedback and support. Additionally, 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. At the discretion of the MTLDs, CMs may also be required to partake in additional workshops focused on planning, behavior management and engagement.

In addition to one-on-one support, CMs attend monthly group professional development sessions. These sessions educate CMs on the D.C. communities in which they serve, encouraging CMs to explore their roles and their identities within the community. Additionally, content and grade specific breakout sessions allow CMs to share best practices with their peers.

In partnership with The New Teacher Project (TNTP) and George Mason University (GMU), many of

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our teachers choose to pursue a master's in education through partnerships with American University, Johns Hopkins University or GMU.

Member Supervision: TFA-DC's plan for supervising CMs may differ from the majority of AmeriCorps 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. Therefore, our supervision plan is concerned with CM development and evaluation. Additionally, since our CMs work as full-time professional teachers, they are directly supervised by their school principal and other school administrators.

As mentioned previously, every CM is matched with an MTLT -- highly-effective TFA alum who provides an additional layer of support and supervision to CMs. Our MTLTs are CMs' primary point of contact with TFA. They perform regular observations of member classrooms, meet regularly with CMs to review student data with a focus on progress to date, and provide strategies for overcoming current challenges. At the end of the school year, MTLTs and CMs analyze student growth based on final assessments.

To be hired, MTLTs must demonstrate a track record of success during their time in the classroom and display the characteristics needed to be successful in this role, such as critical thinking, an ability to influence and motivate, and problem solving skills.

Commitment to AmeriCorps Identification: TFA-D.C. values its relationship with AmeriCorps. We will proudly incorporate the AmeriCorps brand and logo in all internal and external facing materials. Additionally, we will distribute official apparel and accessories that bear the AmeriCorps logo, and CMs will receive AmeriCorps pins and lanyards to wear and posters to display.

TFA is undergoing an organization-wide rebranding in 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 will be including AC-focused postings across social media platforms such as Facebook, Instagram, and Twitter. We believe this rebrand will help increase awareness of our affiliation with AC members among our network.

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In addition to pre-service AmeriCorps orientation to prepare CMs to speak about their AmeriCorps experience to students and other stakeholders, we expect to provide each CM with an AmeriCorps lapel pin to wear daily and materials to display our AC partnership in their classrooms, as well as an AC branded t-shirt for all CMs to wear.

Organizational Capability

Organizational Background and Staffing: This fall marks TFA -- D.C.'s 21st year of placing CMs and alumni in the D.C. region. TFA-D.C. has 31 full-time employees. The region is led by Executive Director Ahnna K. Smith, who manages the operations of the regional site, sets regional vision, and oversees execution of our program to ensure that we are meeting the unique needs of our community.

The TFA-D.C. team is composed of several functional teams, the largest of which is our Teacher Leadership Development team, who provides ongoing training and support for CMs throughout the school year. Other functional teams include: the Alumni Leadership team, which fosters a sense of community and supports the leadership development of our local alumni network; the School Partnerships team, which partners with school district and principal partners to ensure we provide CMs who best fit their needs and vacancies; the Development team, which procures funding to underwrite our work in the region, and the Systems and Team Operations team, which manages the systems and operations necessary to run the region's activities. Also supporting TFA-D.C. is our regional advisory board of directors, who provide strategic guidance, assist in fundraising, and invest other local leaders in our mission.

TFA-D.C. is also supported by TFA's national office, which is led by co-CEOs Matt Kramer and Elisa Villanueva Beard, who work with our 8-member leadership team and national board of directors to set TFA's overall strategy and direction. Our national board meets 4 times annually and is charged with exercising fiduciary duties. Our finance functions are also housed nationally, reporting to the auditing and finance committees of our national board and working closely with the TFA-DC region to coordinate revenue and expenses. This structure allows for the appropriate breakdown of responsibilities and a system of checks and balances to ensure accurate financial accounting.

TFA has effectively managed federal grants through both AmeriCorps and the Department of

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Education (SEED grant, i3 grant, and Race to the Top grants). As our federal funding portfolio has grown, we have built significant internal capacity to manage both the financial and programmatic components of a national AmeriCorps program. At our national office, our Public Partnerships Team has a number of well-qualified specialists to guide the TFA-DC staff on AmeriCorps compliance, budget creation, and grant management. This team works in close partnership with our national Research and Evaluation, Student Achievement Measurement, Technology, Legal, and Teacher Preparation, Support and Development teams to provide on-going trainings and assistance for TFA-DC staff via conference calls, conferences, and online tutorials to ensure compliance with all grant requirements and regulations.

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

Additionally, our Public Partnerships team trains all regional program staff on both acceptable and prohibited AmeriCorps activities, so they are equipped to educate CMs and monitor member activities. Moreover, trained regional staff provides pre-service training to CMs, which engenders a deep understanding of their role as an AmeriCorps member. TFA also provides school administrators with a handbook to communicate AmeriCorps 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 MTLT's will provide oversight of CMs. Due to the frequency of interactions that coaches 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 AmeriCorps regulations. Additionally, all incoming TFA CMs are required to sign documents attesting they have read and understand the AmeriCorps prohibited activities, and at the end of the school year all CMs are required to sign a form certifying they did not violate any activities prohibited by AmeriCorps. Principals are also required to certify at

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the end of the school year that no AmeriCorps policies were violated.

Additionally, our Public Partnerships team conducts regular regional site visits and audits CM activities and files to ensure compliance with AmeriCorps 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 AmeriCorps member until the issue is resolved.

Continuous Improvement: Learning and continuous improvement is a fundamental component of our work, and we actively seek feedback from multiple stakeholders, both external and internal. We conduct a mid-year and an end-of-year principal survey to understand how our CMs are performing as members of the school community and how well our MTLDs are partnering with school leadership. In addition to this quantitative survey data, our MTLDs meet with principals monthly to solicit qualitative feedback. Additional senior TFA-DC staff members meet with district leadership at least twice per year, and the Executive Director TFA-D.C. has ongoing contact with all of these stakeholders throughout the year to further demonstrate our commitment to learning and growing as a team over time. Internally, we survey our CMs throughout the year on their experience (including after professional development events) to ensure our resources align to their needs. We connect CMs with some of our local champions through our "Sponsor-A-Teacher" program, during which some of our biggest funders and supporter in the region are connected with one or more CMs and keep an open line of communication throughout the year. We also engage CMs' families by hosting parent dinners. Finally, other donors and partners provide feedback and suggestions throughout the year, which we take into full consideration.

All the data gathered is analyzed and reflected upon during our leadership team's annual planning and strategy session, where we make adjustments for the following fiscal year.

Cost Effectiveness and Budget Adequacy

Cost Effectiveness: TFA--D.C. is requesting 120 full-time member slots at \$2,000/MSY through a professional corps reimbursable grant, which falls well below the maximum amount that can be requested.

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Our program design is a particularly cost effective model for increasing student achievement. First, we provide low-income school districts with a national pool of pre-screened talent they would not reach otherwise. 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 CM-- 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 CM 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).

In the past fiscal year (FY13), TFA-D.C. raised more than its full-operating cost of \$5.2M. We were able to leverage relationships with champions and rally the support of our board members to nearly meet our full fundraising goal. TFA- D.C. has had significant experience raising the necessary resources to run our program from a variety of sources: foundations, corporations, individual donors, and public sources.

In order to raise the revenue needed, we work both locally and nationally to meet our development needs. Locally, we seek to cultivate relationships with individuals, corporations and foundations who are interested in advancing their communities and who see education as the key way of doing so. 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 the D.C. region. We continuously cultivate our relationships with existing donors by meeting with them and providing them timely updates about our work, inviting them into classrooms to meet and see CMs in action, and encouraging them to attend events to further interface with our volunteers.

Nationally, TFA targets foundations and individuals with giving priorities focused on D.C. Our national team identifies and cultivates relationships with these individuals in order to inform them of our vision for the region and their community specifically. As an organization, we consistently work

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6-8 months in advance in order to meet with donors, build a relationship and "make an ask." This runway provides us an opportunity to conduct thorough research and be thoughtful and strategic about our approach.

We place a particular emphasis on increasing our corporate funding pipelines with targeted campaigns. In October 2013, we created a "corporate wish-list" to circulate to our board members and local champions with the intent to schedule meetings with potential corporate partners, cultivate new relationships, and raise corporate interest in community investment through TFA-D.C. An additional priority for TFA-D.C. is renewing 90-100% of our previous year's individual donors, and we work hard to steward our current champions. As a result, some current donors will increase their investment in our work. And to engage new people in our community, we have launched new fundraising initiatives, such as the "Next Generation" campaign to engage young professionals in the region. Given the large number of early-career professionals in our network and the large alumni presence in the DC region, this development strategy should be successful.

In sum, 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 tenth straight year. Less than 1% of all nonprofits nationwide received similar consecutive 4-star ratings, putting us in the 99th percentile of among nonprofits.

TFA-D.C.'s budget for FY14 is \$6.5M. Half way through the current fiscal year, we have raised nearly \$3M which is 46% toward our goal, with \$3.5M more to raise.

Budget Adequacy: TFA-DC's budget for FY14 is \$6.5M. Our budget supports our program goals and reflects our priorities. 81 % of the budget is spent on costs related to recruiting, selecting, training, and supporting our CMs -- our key program activities. These allocations reflect the emphasis we place on offering schools a diverse pool of qualified candidates who are motivated to go above and beyond traditional expectations to increase the academic outcomes of the students they serve, 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, TFA-CMs do not receive an AmeriCorps living allowance or healthcare. Additionally, all CMs undergo the necessary criminal

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history checks; these costs are paid are reflected in this grant budget.

To support our ambitious student achievement goals, we have lowered our CM to MTLTD ratio over the past year. This low ratio means that TFA-D.C. has hired more personnel to support our CMs, which informed our decision to request \$2,000 per MSY.

In total, we raised \$5.36 million in FY13, which comprised of dollars from the following sources:

FOUNDATIONS: We raised \$1.82 million from foundations in the D.C. region, which comprised 34% of our regional budget. We continue to prioritize forming new partnerships with both national and local 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: Last year, we raised \$640,000 from corporations, which comprised 12% of our regional budget. 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: In FY13, we were able to raise \$1.52 million from individuals in the D.C. region, which comprised 28% of our regional budget. We will host a series of events in FY14, including our annual regional gala, to further expand our pool of potential supporters and to increase awareness of TFA among new networks of foundations, corporations, and individuals.

PUBLIC: In addition to our fundraising efforts noted above, we received \$1.38 million in public funding. These funds comprised 26% of our regional budget.

Given the success fundraising our full budget in FY13, as well as the progress we have made thus far toward our FY14 goal, TFA-D.C. is confident that it will raise the funds necessary to support our program design.

Evaluation Summary or Plan

N/A

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Amendment Justification

N/A

Clarification Summary

CLARIFICATIONS - 4/10/2014

a. BUDGET

1. The budget has been reduced to reflect 120 MSYs at \$800/MSY for a total grant amount of \$96,000. This section has been updated.
2. Performance measures continue to reflect 120 MSYs.
3. Member training is paid for with other sources of funding which are not charged as AmeriCorps match.
4. MTLTD salaries are paid in part through other sources of funding which are not charged as AmeriCorps match.
5. Corps members receive ongoing training and development by the staff included on the grant budget so this cost is partially being reflected in the budget.

To provide more context, the initial member training before corps members enter the corps is conducted at national institutes. These expenses are not allowable on the grant per guidance we have received from CNCS and is therefore not included on state americorps budgets. Additionally, these training costs are incurred prior to the assumed grant period start date. The sources of funding that pay for the national institute costs are budgeted on other existing federal grants and where therefore not be included in this application.

b. PROGRAM

1. As a professional corps program, Teach For America AmeriCorps members are paid staff. Therefore, our corps members are not displacing paid staff, but are filling vacancies that are opened to the general public and that the district is interested in hiring qualified persons to fill. In districts where there are collective bargaining agreements in place, these agreements govern the ways in which districts hire new teachers, including Teach For America teachers. Because Teach For America works with school district leadership to fill new and vacant positions through the district's routine hiring

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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.

2. The narrative states members will be serving in more than 98 schools, the logic model states over 80 schools. Please confirm the number of schools where members will be serving. Members will be serving in 80 schools.

3. The grant start date and member enrollment period start date is 9/1/2014.

c. PERFORMANCE MEASURES

1. The target number of students served is 11,220.

2. The MSY were divided equally between two performance measures ¿ K-12 success and Teacher Corps ¿ for a total of 120 MSY. This has been adjusted per instructions (see #3, below) to allocate the MSYs to the objective that measures beneficiary outcomes.

3. The MSYs were reallocated to reflect 119.99 MSY in the K-12 Success measure and 0.01 MSY in the Teacher Corps measure.

4. 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.

5. TFA-DC is not adding an applicant-determined outcome at this time. Some of our corps members teaching STEM subjects are reflected in the ED5 outcome measuring students with improvement in math or literacy.

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. We will make 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

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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.

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

f. PROFESSIONAL CORPS

1. As a professional corps program, Teach For America-DC's (TFA-DC) AmeriCorps members (TFA CM) are paid staff employed by school districts and charter schools throughout the District of Columbia. Similar to any other employment opportunity, our corps members apply and compete for open positions. On average, DCPS hires approximately 500 teacher each year. TFA is just one avenue for our partner schools to fill vacancies. In D.C., schools hire traditionally certified teachers, but they also rely on talent pipelines such as The New Teacher Project and the Capital Teacher Residency program to fill critical teaching vacancies in their schools. Therefore, our corps members 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.

In D.C., approximately 54% of our corps members are placed in public schools where collective bargaining agreements govern the hiring of all new teachers, including TFA teachers. TFA works with school and district leadership to fill new and vacant positions through the district's routine hiring processes and our teachers operate within the structures established by the collective bargaining agreements. We do not receive any special hiring arrangement beyond those permissible the collective bargaining agreements. Our Professional Services Agreement (PSA) with our School partners, in part, reinforces that expectation with the following language:

DCPS 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.

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In instances where D.C. teachers experience a reduction in force, a corps members would not be placed in a position for which a recently resigned or discharged employee has recall right unless the collective bargaining agreement allows the district to open those teaching positions to the general public. Because hiring of any teachers is specifically contingent upon the terms of collective bargaining agreement and hiring of our corps members is based on the district's routine hiring practices, Teach For America corps members would not replace other displaced or striking teachers. Further, in cases when there is a reduction in force, our corps members are subject to the same reduction in force in the same manner as any other first- and second-year teacher and also receive the same employment protections as other teachers per the CBA.

For the 56% of corps members that teach in charter schools, where collective bargaining agreements do not exist, corps members fall under the charter management organizations' hiring regulations and protocols in the same manner as all other individuals. Similar to our expectations for hiring with our district partners, we have language in those agreements underscoring the obligation to work within the Charter School's established hiring practices:

[Charter School] and Teach For America will collaborate to facilitate the hiring of individual Teachers, in accordance with Charter School's established hiring practices

2. We believe that it is appropriate for us 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, 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.

3. TFA-DC's AmeriCorps members participate in districts' and charter management organizations' (CMOs) standard hiring processes. Our corps members are just one of many avenues that school leaders access to fill their vacancies.

Because TFA works with district, CMO, and school 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

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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 that 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 D.C., TFA works with hiring decision-makers to ensure that we are matching our efforts with district needs. For example, 100% of our corps members in Washington, D.C. exclusively serve students in Wards 5, 7, and 8--the highest need wards (David Garrison, Planning for Quality Schools: Meeting the Needs of District Families. Brookings Institute. February 2008.).

4. As a professional corps program, Teach For America -- Metro DC (TFA-DC) addresses this problem of educational inequity by recruiting and placing high-quality participants as teachers in communities that lack an adequate number of such professionals. We do this in two ways:

First, our corps members often fill teaching positions in high-need subject areas and communities, which districts often find difficult to fill. In March 2014, the U.S. Department of Education released a nationwide listing of teacher shortage areas and the report indicated that science, math, technology, reading and special education remain high need areas in Washington, D.C. Well over half of our corps members in DC, both in DCPS and in our charter school partners teach in one of these high-need subject areas.

Second, we provide low-income schools access to a national pipeline of candidates commensurate to those teaching in the world's top performing school systems who are participating in our proven-effective teacher training program. We believe 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

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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. The populations of Wards 7 and 8 in Washington, D.C. are over 90 percent black, while nearly all of the city's white residents live in Wards 2 and 3. And in 2006, median household income for the city's white residents was \$92,000, almost three times as high as the \$34,000 median household income of the city's blacks (David Garrison, *Planning for Quality Schools: Meeting the Needs of District Families*. Brookings Institute. February 2008.). Test scores in the wards are proportionately related to the aforementioned income levels, while students in Wards 2 and 3 score the highest on the D.C.-CAS, students in Wards 7 and 8 score the lowest. We recognize that 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. As a result, our corps members in Washington, D.C. exclusively serve students in Wards 5, 7, and 8--the highest need wards.

The effectiveness of our national teacher pipeline is further reinforced by independent studies -- in every state that uses student achievement data to analyze the relative effectiveness of teacher pathways, TFA AmeriCorps members are consistently shown to be as or more effective at promoting student achievement at statistically significant levels compared to other new teachers. These results are confirmed by large-scale experimental and quasi-experimental studies. According to last year's data, 90% of our corps members achieved the equivalent of 1 year or more in academic growth with their students.

In Washington, D.C., hiring decision-makers, typically individual principals, have a choice of who to hire for vacant teaching positions. TFA works with school district leadership to fill new and vacant positions through the district's routine hiring processes, thus our corps members are competing for open positions with other non-TFA affiliated applicants. We do not receive any special hiring arrangement beyond those permissible by collective bargaining agreements. 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, principals in our partner schools overwhelmingly indicated that they are satisfied to extremely satisfied with TFA corps members and that they would hire another TFA-D.C. corps member in their school.

Continuation Changes

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N/A

Grant Characteristics