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Executive Summary

Teach For America Miami-Dade (TFA Miami-Dade) commits 290 AmeriCorps (AC) members who will work as full-time teachers in over 35 low-income schools in Miami-Dade County, Florida. By the end of the 2014-2015 school year, TFA-Miami-Dade corps members (CMs) will significantly improve the educational outcomes for over 22,000 students. In addition, the AC members will leverage an additional 400 volunteers engaged in supporting students in our classrooms. The experience gained while teaching will catalyze CMs for a lifelong commitment to expanding educational equity in Miami-Dade.

Our program promotes the CNCS focus area of education. The CNCS investment of \$232,000 will be matched with \$126,510 in private funding.

Rationale and Approach/Program Design

Community Need: Educational inequity limits the life prospects of tens of thousands of children growing up in low-income areas throughout Miami-Dade. In Miami-Dade County Public Schools (M-DCPS), the nation's fourth largest school district, over 125,000 students live in poverty, nearly 60% are eligible for free and reduced lunch and over 20% are limited English language proficient. Out of the 350,000 students that attend M-DCPS schools, only 51% of graduates are considered adequately prepared for college math, reading and writing. In the 2012-2013 school year, only 47% of African-American and Latino students graduated.

A grave disparity exists among students of low-income backgrounds and their higher income peers. Fourth graders growing up in low-income communities are already three grade levels behind their peers in affluent communities. TFA Miami-Dade, in partnership with the district, seeks ways to sufficiently address the specific needs of low-income and underserved students. We place CMs in schools within the Education Transformation Office (ETO), which was established to turn around Miami-Dade's historically low-performing schools. Additionally, we only place CMs in schools where at least 80% of the student body is eligible for free and reduced lunch; 47% of our placement schools receive School Improvement Grants (SIG).

TFA Miami-Dade addresses the problem of educational inequity by recruiting and placing high-quality participants as teachers in communities that lack an adequate number of such professionals. In the 2013-2014 school year, over 90% of TFA Miami-Dade CMs teach in geographic locations identified by the FLDOE as teacher shortage areas (State Board of Education: Approval of Critical

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Teacher Shortage Areas for 2013-14." Florida Department of Education. N.p., 18 Feb. 2013. Web. 25 July 2013). Furthermore, M-DCPS often experiences shortages of high-quality candidates, thus limiting their ability to hire effective teachers. In Miami-Dade, 6.1 % of teachers teach subjects that they are not certified to teach, compared to the state average of 4.1 % (FLDOE). This highlights the increased shortage of high-quality candidates in Florida's Urban/Low-Economic schools. However, 90% of TFA Miami-Dade CMs are placed in subject areas that they are certified in, which contributes to their overall effectiveness within the classroom. Moving forward, TFA Miami-Dade will continue to place CMs in high-need areas with in-field training to ensure a quality education for all students.

AC CMs as Highly Effective Means to Solve Community Problems: TFA's two-pronged theory of change focuses on creating impact through our corps members and alumni. First, TFA Miami-Dade seeks systemic educational change for low-income students by recruiting a diverse group of leaders with a record of achievement who work to expand educational opportunity by teaching students in disadvantaged communities. We provide intensive training, support, and professional development, helping these leaders increase their impact and deepen their understanding of educational inequity in Miami.

TFA-Miami-Dade AmeriCorps members are particularly well-suited to address the problem of educational inequity for two key reasons. First, we provide low-income schools and districts in Miami-Dade with a 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 continues to give ongoing support to teachers while they are in the classroom. Because of our rigorous selection model and our training focused on student achievement, TFA AmeriCorps members are consistently reviewed as the strongest new teachers with the greatest impact on student achievement, as indicated by numerous rigorous independent studies.

Corps members lead in a wide range of subjects and grade levels, and are achieving strong results with students in low-income areas across the city. In our last program year, 77 % of our CMs led their students to one or more years of grade growth. Our goal for the current year is for 80% of CMs to lead their students to one or more years of academic growth, which we are on track to meet.

Our impact is evident in the schools TFA-Miami-Dade serves. For example in 2012, TFA Miami-Dade had a cohort of 24 CMs at Norland Senior High School, representing over 35% of the teaching faculty at the school. In that school year, Norland's overall literacy proficiency rate increased by 11 percentage points, matching the state's increase and surpassing than the district's increase of nine

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percentage points. Additionally, Norland decreased the proportion of students scoring a level 1 on the reading Florida's Comprehensive Assessment Test (FCAT) by 25 percentage points and increased the amount of students earning a level 4 or 5 by six percentage points. Three CMs -- Ms. Birder, Ms. Campbell, and Mr. Hernandez --taught approximately 80 % of the 10th grade students, an FCAT tested grade level. Additionally, that year, Norland also increased the overall math proficiency rate by 31 percentage points. Collectively, these successes assisted Norland in moving from a "D" school grade to a "B" school grade that school year.

Additionally, TFA Miami-Dade has produced involved, driven, and convicted alumni -- over 60% of our alumni remain in education and over 200 alumni remain in Miami. In Miami-Dade, 12 alumni serve as school and district administrators and 3 serve as instructional coaches. Our CMs and alumni working together with community partners and other stakeholders will move the needle for students in M-DCPS.

Evidence-Based/Evidence-Informed and Measurable Community Impact: There is a strong research base on the effectiveness of TFA corps members' impact on student achievement, including two large, well-designed and well-implemented random-assignment studies that meet without reservation the What Works Clearinghouse Standards for high quality external studies. 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 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 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 corps members. 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

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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 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.

AmeriCorps Member Training and Support: The foundation of our training and evaluation model is a framework we call Teaching As Leadership (TAL), which includes the six strategies that we have found drive effective teaching: (1) setting an ambitious vision; (2) investing students and families in that vision; (3) planning purposefully to meet ambitious goals; (4) executing plans effectively; (5) working relentlessly to achieve their vision; and (6) continuously reflecting and improving. Prior to AC members beginning their service in their classrooms, CMs participate in a series of pre-service trainings in order to introduce them to the skills they need to be effective teachers.

INDUCTION: Induction in Miami-Dade is designed to connect CMs to their new community, its

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unique and complex history, its demographics, its strengths, and its challenges. For example, CMs engage in a poverty simulation to learn about the challenges facing our parents and communities. Discussions about race, class, and privilege in our country and on our team take place. In order to build upon their understanding, CMs participate in a privilege walk, an exercise that illustrates how their life has been shaped by race, ethnicity, class, gender, and sexual orientation. Through facilitated panels, CMs meet with parents, school board members, principals, business owners and other stakeholders to begin building context and relationships within Miami's diverse communities. Past speakers have included the president of the Urban League, and the Superintendent of M-DCPS. AC pre-service orientation is also conducted at this time, so members learn about the responsibilities and benefits of AC membership before they begin serving.

INSTITUTE: Miami-Dade CMs attend a centralized institute in Tulsa, Oklahoma. This is a rigorous five week residential training program where CMs learn and actively engage in fundamental teaching practices. CMs teach summer school at Tulsa Public Schools (TPS) as part of a four-person collaborative that is supervised and mentored by both a veteran TPS teacher and a TFA staff member who provide frequent feedback to develop CMs skills. Teaching in summer school classrooms provides an authentic as possible teaching environment similar to the classrooms in which CMs will teach independently in the fall. As summer school teachers, CMs are closely supervised and benefit from consistent feedback and reflection. While CMs engage in authentic teaching and learning experiences in their summer school classrooms, they also participate in daily curriculum sessions. Training topics include: classroom management and class culture, instructional planning and delivery and student and parent engagement. Curriculum sessions provide essential knowledge, necessary practice and rehearsal, and targeted reflection that is aligned with the training textbooks.

Additionally TFA Miami-Dade provides CMs with a set of performance-support tools to further the knowledge and skills that they learned at Institute. These tools include sample plans that match district curricula, models CMs can imitate and adjust as needed, and content-rich and well-structured templates.

ONGOING SUPPORT: After Institute, CM return to Miami for member orientation. During orientation, TFA Miami-Dade Managers of Teacher Leadership Development (MTLD) provide intensive training and professional development to help CMs create their first unit plans, assessments and student-tracking tools. Each MTLD supports an average of 25 CMs within a particular subject area. MTLDs conduct observations of the CM classes and provide them with feedback and support. Additionally, MTLDs work with CMs to review student data to identify potential solutions to problems

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or gaps in student achievement. This approach builds CMs' abilities to independently evaluate student outcomes, identify causes of problems, and seek solutions.

CMs also meet regularly in content- or grade-level-specific learning teams led by experienced teachers to discuss ongoing challenges and share best practices. TFA Miami-Dade's MTLDs and other exceptional teachers provide five, day-long professional development sessions for all CMs throughout the course of the year. These professional development sessions target challenging issues facing a number of CMs as identified by MTLDs during classroom observations or debriefing conversations. Issues discussed previously include engaging literacy strategies, using data to track student performance, and student investment strategies. Lastly, in partnership with TFA Miami-Dade, the University of Miami offers interested CMs the option to obtain a Master's Degree in Education and Social Change to further their professional development.

During Orientation, prohibited activities are reviewed with CMs. We continue to enforce AC member compliance at monthly meetings and in e-mail blasts. Individual compliance will be monitored by MTLDs who are trained annually on prohibited activities. Through their regular interaction with CMs, MTLDs are able to review regulations with CMs and verify that they are not engaging in them. Our placement sites and principals will be provided with an AC orientation guide, which includes information on AC policies and prohibited activities. CMs also provide supervision and instruction to their classroom volunteers to ensure no volunteer is engaging in prohibited activities. Finally, each CM signs a statement on our mid- and end-of- year surveys affirming that they have managed and supervised their recruited volunteers to ensure no engagement in prohibited activities.

Member Supervision: As 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.

Our MTLDs are CMs' first point of contact with TFA Miami-Dade. To be hired, MTLDs must have a demonstrated track record of success during their time in the classroom and had to display the characteristics needed to be a successful in this role. Upon joining staff, MTLDs attend a new staff conference and independently participate in 20 hours of online modules before working with CMs. Once MTLDs complete their on-boarding process and begin working with members, they engage in the following ongoing trainings: weekly check-ins with their manager; bi-weekly group professional

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development and skill building sessions; and weekly individualized professional. MTLDs are trained on all aspects of our AC partnership by our AC Program Director.

MTLDs perform regular observations of member classrooms, meet regularly with CM to review student data with a focus on progress to date, and provide strategies for overcoming current challenges. Through site visits, classroom observations, and regular communication with site supervisors, our MTLDs provide oversight of CMs. Due to the frequency of interactions that MTLDs 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. MTLDs refer CMs to targeted resources based on strengths and weaknesses they observe in their classrooms.

Commitment to AC Identity: 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 based postings across social media platforms such as Facebook, Instagram, and Twitter. We believe the re-brand and the implementation of these guidelines will help increase awareness of our affiliation with AC s among our network.

AC CMs will understand their commitment to being an AC member through an orientation session that occurs during Induction. This session will train CMs on what it means to be an AC CM and how to communicate their experience to members of the community. Additionally, CMs will display an AC sign on their classroom doors and/or bulletin boards indicating that they are an AC member. TFA Miami-Dade also provides CMs with a lapel pin to daily wear in their schools and communities to help visually identify them as an AC member. CMs will also wear AC gear when participating in community-based volunteer projects or similar activities. TFA Miami-Dade will also include on-going AC related programming during CM professional developments. This strengthens the relationship between AC and TFA for CMs in Miami-Dade by reinforcing their commitment to both programs.

TFA Miami-Dade staff members will include the AC logo in their e-mail signature to show external partners that we are an AC program. Additionally, TFA Miami-Dade will plan and execute an AC specific social media campaign that will launch in the spring of 2014. This campaign will promote TFA Miami-Dade as an AC program with the help of all AC CMs in the region. This enables CMs to

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internalize their role as a member of both AC and TFA. Although visual branding is important, we want CMs to authentically own their AC identity during their service CMs serve as brand ambassadors using photographs, posts, and e-mails to spread awareness of AC membership throughout the Miami-Dade community. The campaign will market to others that TFA Miami-Dade is a proud AC program through the utilization of various social media outlets such as Twitter, Instagram, and Facebook.

Organizational Capability

Organizational Background and Staffing: TFA is co-led by Chief Executive Officers, Matthew Kramer and Elisa Villanueva Beard, who work with a national Board of Directors and our 8 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.

In Miami-Dade, our Executive Director is Maxeme Tuchman. She is a TFA Miami-Dade alumna and taught at Miami Northwestern Senior High School. A Miami native, she is passionate about serving the community where hundreds of thousands of students continue to live in poverty without the promise of an excellent education. Maxeme's priorities for the TFA Miami-Dade region are to ensure that all students achieve on a national bar of excellence, building champions at all levels within the community, and engaging parents and other stakeholders in transformational education reform conversations.

Outside of the ED role, TFA Miami-Dade has four functional teams: Development, which is charged with creating a sustainable pathway for our program as well as building awareness about educational inequity in our community; the Teacher and Leadership Development (TLD), which team leads the professional development and support of all of our CMs; and the Strategy and Operations team, which focuses on ensuring our staff culture is strong as well as managing our finances. Lastly, our District and Community Partnerships team works directly with M-DCPS to place our corps members as well as building synergetic partnerships with other community organizations. TFA Miami-Dade functional teams interact with national teams frequently to ensure consistency on both the national and regional level. The Development team has a bi-weekly check-in with the national AC director; TLD engages in ongoing communication with the national team regarding data, professional development, and educational resources. Additionally, TFA-Miami-Dade has a regional advisory board who serve as advocates, advisors, and champions for our work throughout the community.

TFA has effectively managed large-scale federal grants through both AC and the Department of Education (SEED grant and I3 grant). As our federal funding portfolio has grown, TFA has built

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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.

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 trackers to coordinate cash-in and expenses throughout the organization. This structure allows for the appropriate breakdown of responsibilities and a system of checks and balances needed to ensure accurate financial accounting, coordination of fundraising and spending, and the accurate tracking of all finances.

Compliance and Accountability: As a long-time AC grantee, we have developed systems to ensure compliance with AC's requirements and regulations. First, CM eligibility components of compliance are housed nationally by 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 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 provide pre-service AC 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 communicates AC rules and regulations and outlines prohibited activities.

Additionally, all incoming TFA CMs 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 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 CM activities and files to ensure compliance with AC regulations.

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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.

Past Performance: This year, TFA Miami-Dade celebrates its tenth anniversary as a region. We are proud of the strides we have made as a region since our inception in 2003. Our region began with 40 CMs and has since grown to over 300 members, allowing us to transform the lives of over 24,000 students. As we have grown, we have also succeeded in meeting more challenging and meaningful performance measures (PMs), such as CM impact on student achievement, community engagement, and volunteer hours as previously mentioned. These successes indicate how our region leverages the strengths and talents of our CMs to improve the lives of those within our Miami-Dade communities. Our proposed performance measures help eliminate educational inequity by providing a pipeline of talent for schools, thereby increasing student achievement. Additionally, a percentage of this effective educators remaining in the classroom or within the field of education ensures continuous improvement to the current overall state of education.

TFA Miami-Dade met all PMs over the last three years with the exception of one PM during the 2011-2012 school year. The only PM not met over the past three years was our PM for students with improved academic performance. The target was 10,815 and we had 9,647 students. However, many students who did not achieve one year of academic growth experience challenges in accurately displaying their learning gains because of the restrictive testing structure. Oftentimes, students can demonstrate more than a year's worth of growth on a teacher-created exam rather than a State generated course assessment. We met our PM of the number of students who complete our AC program each year. For example, in 2012-2013, we exceeded that target--the target was 18,415 students taught and our CMs taught over 30,000 students. Also, we have met our PM of the number of students with improved academic performance in literacy and/or math, which demonstrates our program's commitment to quality teachers. In 2011, 72% of our teachers experienced significant academic growth with their students; that number grew to 77% in 2012. Additionally, we exceeded our target of 600 volunteer hours, recording over 6,000 volunteer hours from community supporters. Corps members, staff, and community volunteers all contributed to the exceptional number of service hours served over the past three years.

During the 2012-2013 program year, TFA Miami-Dade experienced challenges with the

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enrollment and exiting of CMs in the e-grant system; there was a lack of communication between various teams about the timing of enrollment and exiting of particular CMs. This problem has since been rectified, as we created a bi-weekly check-in system with MTLDs to ensure accuracy and compliance on enrollment and exiting. To mitigate compliance risks and ensure successful grants management, the TFA Miami-Dade team restructured to allow for staff members with a strong skill set in operating, planning, and executing to own the management of this grant. This intentional reallocation of labor will ensure stronger monitoring systems to ensure compliance.

TFA Miami-Dade filled 302 of 303 slots for a 99.7 % fill rate. Due to the timing of AC application deadlines as compared to our admissions cycle, we cannot say with 100% confidence what our final corps size at the time of application. We are certain, however, that we have a strong system in place to determine the number of slots we will need to effectively enroll all of our CMs. We will now be projecting slots based on a percentage of the number of accepted applicants. Additionally, we re-structured the AC grant management to be co-led by staff members with the AC grant being one of their top priorities.

TFA-Miami-Dade's retention rate for the 2012-2013 school year was 94.4%, a rate markedly higher than the estimated average retention for first-year teachers in low-income communities in general (82%). Although TFA's retention rate is higher than the national average, we are constantly working to improve our program and thus our retention rates. We work vigorously to improve our selection process to make sure we are selecting members who will relentlessly pursue our mission in the face of steep odds. Additionally, we regularly survey our members as to their satisfaction with their initial training as well as the support they receive regionally throughout the year. One retention strategy we currently utilize in Miami-Dade is a Mentorship program. We have over ten highly involved and successful community stakeholders from various professional fields to mentor a group of CMs. This is the second year of this program in our region and it is intended to help our CMs build stronger ties with their community and professionals in Miami-Dade. CMs who have participated in the Mentorship Program are extremely satisfied with their experience and they reflect higher levels of connection to the Miami-Dade community as a result of their participation.

Continuous Improvements: TFA Miami-Dade engages in ongoing and frequent dialogues with all stakeholders. This includes CMs, financial supporters, community partners, volunteers, and staff members. Feedback occurs in both formal and informal ways. Formally, feedback is solicited after every event that is lead or hosted by TFA Miami-Dade staff members and/or stakeholders in the form

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of a survey. This feedback directly affects planning and executing of future events. CMs provide formal, in-depth feedback three times each year. Principals provide formal feedback via a principal survey once every two years. Both CM and principal surveys determine ongoing support. Informally, feedback is gathered throughout the course of the year in the following ways: all TFA Miami-Dade teams communicate frequently with board members, the M-DCPS Superintendent, principals, and CMs. This feedback drives our regional-specific priorities and decisions. All of the information received, both formal and informal, drives conversations held within the TFA Miami-Dade team to ensure that all programs, support services, and trainings provide our stakeholders with the needs and desires they expressed. The vision of TFA Miami-Dade to "one day provide all students with an excellent education" is the focus of all of its work and all feedback is grounded in guaranteeing that the vision comes to fruition.

Cost Effectiveness and Budget Adequacy

Cost Effectiveness: TFA Miami-Dade is requesting 325 full-time member slots at \$1,200/MSY through a professional corps reimbursable grant, which falls well below the maximum amount that can be requested. This request reflects a 2% decrease from last year. This MSY ensures that we will have enough funding to adequately fund our program and execute our key programmatic goals. The \$435,500 total funds provide M-DCPS and its students with talented and certified professionals where they are most needed.

Our program design is a particularly cost effective model for increasing student achievement. First, we are providing low-income school districts with a national pool of pre-screened talent they would not reach otherwise. Second, our administrative costs for doing so are substantially less than those of organizations engaged in similar activities. For example, the Peace Corps' cost per member to recruit, select, train and support is over \$67,000, while those same activities cost 59% less at TFA at \$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., 2000. The Results of the Tennessee Class Size Experiment. American Educational Research Journal; Improving Student Achievement: What State NAEP Scores Tell Us, RAND Corporation; Rivkin, S., Hanushek, E, & Kain, J., 2005). Additionally, the Peace Corps spends 59 % more per person than we do, even after excluding all of the

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direct stipends they provide to participants, and costs that are not directly comparable to ours, such as travel expenses. Overall, TFA provides Miami-Dade County a continuous pipeline of highly qualified and effective teachers at low cost, while delivering a high return on the investment for all members of the Miami-Dade community. Our operating effectiveness has earned us 11 consecutive 4-star ratings from Charity Navigator.

Budget Adequacy: TFA Miami-Dade's budget supports our program and reflects our priorities. Seventy-six percent 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 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. We use non-AC funds to cover the costs of the criminal history checks. As a professional corps, our CMs do not receive a stipend through AC.

Our 2015 budget is \$10,020,000; with \$1,200 per MSY, Miami-Dade will depend upon additional sources of funding to continue our program. TFA Miami-Dade will focus on three different fundraising streams to ensure sufficient financial support for 2015: individual, corporate and foundation, and State level funding. For individual support, we will continue our signature Sponsor A Teacher campaign, where we have roughly 40 donors. We are hoping to grow this number to at least 65 individuals to support our educational efforts in Miami-Dade. We plan on launching a major gifts campaign to reach our 2015 goal. Major gifts campaign will be comprised of prominent community leaders with the ability to give at a substantial level (\$500,000 and above) and are also deeply invested in education reform in Miami-Dade.

Our advisory board members are highly respected and well-connected individuals within the Miami-Dade community; as such, we plan on maximizing on their knowledge and relationships in an effort to grow our ties with other individuals throughout Miami-Dade to reach our fundraising goals. On the corporate, foundation, and state level, we will continue to meet on a regular basis with corporations and foundations with whom we have existing partnerships. We will also reach out to similar organizations to build our network and raise additional funds. Nationally, Teach For America has targeted particular foundations and individuals who have giving priorities focused on initiatives or geographic preferences that align with TFA Miami-Dade's priorities, programming, and future efforts.

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At the national level, Teach For America will build and cultivate relationships with these organizations and make financial support asks of them to support multiple Teach For America sites, often including Miami-Dade. Throughout the course of the year, we continually meet with individuals representing various corporations, foundations, or state-level funding organizations to grow and diversify our donor base.

For FY2015, we will have continued support from a number of individual, corporate, and foundation donors. In FY2013, TFA Miami-Dade raised \$2,666,616 from foundations; \$337,617 from corporations; \$483,099 from individuals; and \$1,249,446 in state funds. This exceeded the region's \$4.7 million raised exceeded the region's funding goal of \$4.5 million. Currently, TFA Miami-Dade reports \$2,720,710 number in committed funds, \$1,152,641 in verbal commitments, and \$3,006,866 in solicitations made thus far. This totals \$6.8 million, which is 84 percent projected to our FY2014 goal of \$8.1 million.

Our advisory board members continue to utilize their relationships to connect us to corporations within Miami-Dade to grow the number of advocates and donors in our community. The individual donor base is the area we are looking to grow the most in Miami-Dade. Our landscape analysis shows that there are vast amounts of wealth at the individual level in Miami-Dade, so we plan on using external meetings, networking events, non-profit conferences, community events, and additional strategies to grow our individual donor base. With the support of our advisory board, we are certain in Miami-Dade that the growth of our individual donor stream is a feasible solution to reaching our FY2015 budgetary goals.

A large portion of our state funds will come to an end at the end of FY2014 as Race To The Top funding ends. We plan on mitigating this loss of funds with a large growth in the individual donor financial support. We are certain in Miami-Dade that we currently have a realistic and feasible pathway to securing our FY2015 financial needs. As previously mentioned, TFA Miami-Dade will leverage current existing relationships with foundation, corporate, and individual supporters in order to build our network of support. Additionally, we will meet regularly with potential supporters throughout the course of the year. Teach For America, at a national level, will continue to support the efforts of our region by providing us with national partners with Miami-Dade specific interests. We look forward to garnering the support of both current and new supporters as we fundraise for FY2015.

Evaluation Summary or Plan

Short-Term Expected Outcome: Teach For America (TFA) aims to attract and select highly motivated individuals with a record of success and place them in schools where they are needed the most. We

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anticipate 335 AmeriCorps members (ACMs) exhibiting characteristics that are predictive of success in high-needs schools in Miami-Dade. Furthermore, we expect to see these individuals gaining knowledge and skills to teach in low-income schools while also developing the conviction that the educational inequity problem is solvable and that all children can achieve at high levels.

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

Evaluation Methodology: research question 1: TFA employs a rigorous selection methodology that screens applicants for 7 characteristics that are predictive of classroom success and assigns a fit score to assess whether an applicant will be an effective match with TFA's work and mission. This assessment is based on information supplied by the applicants in their application (e.g., academic records, leadership experience) along with multiple rounds of interviews and sample teaching sessions. The data collected from this 2-4 month process will be converted into a fit score, which will show that those who are ultimately selected by TFA to teach in high-needs schools are those who are most likely to succeed in the classroom. research question 2: ACMs who are selected to teach are required to complete a administered in the middle and end of the academic year for each of the two years of the program. This allows TFA national staff members to assess the types of knowledge, skills, attitudes, and opinions that corps members have acquired through the TFA experience. These surveys will cover data from all 335 ACMs and the results will be analyzed to assess whether TFA's various training and support mechanisms successfully prepared ACMs to teach in high-needs schools.

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

Medium-Term Expected Outcome: Although the majority of TFA ACMs enter the classroom without a background in education, through intensive training and ongoing support, they become effective

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teachers who impact student achievement. Based on historical data records of TFA's success in Miami-Dade and the comprehensive training and support afforded to ACMs, we expect to see ACMs consistently increase the academic achievement

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

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

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

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

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

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

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

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

Amendment Justification

n/a

Clarification Summary

2014 CLARIFICATION

Budget clarification items:

- a. The budget has been reduced to reflect the funding under consideration
- b. The executive summary has been changed to reflect the funding under consideration
- c. TFA has reduced our ask from 325 to 290, which is reflected in the budget. At the time the application was initially submitted, TFA had just begun figuring out our placement strategy for next year. Now that we are closer to the end of the current school year, districts are better able to determine their needs for next year. As a result, we have adjusted our initial ask to reflect the number of corps members we will be able to place in schools across Miami-Dade County.

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Programmatic clarification items:

1. TFA's grant start date and member enrollment period will be 8/1/2014
2. No slots requested on this grant were duplicated on any other grants under review by CNCS.

Performance Measure clarification items:

1. teacher corps performance measures have been added
2. 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.
3. ED 2 counts all students taught by TFA corps members, which spans Math Science, English, Foreign Languages, History, and Electives subjects.
4. The target was determined by using historical data on student achievement to project our targets for next year. The target tracks Math Science, English, Foreign Languages, History, and Electives subjects. Math and Science are high need subject areas.
5. For ED 5 and the self determined measure, 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 state assessment, ACT, Developmental Reading Assessment, Fountas and Pinnel Benchmark System, Gates-MacGinitie Readings Stanford 10, 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 State Standards. 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. Improvement is defined as the equivalent of year of grade growth or more.
7. ED 5 only tracks students in math and/or literacy classes, which makes up a small portion of our total cohort of students
8. applicant-determined outcome6127 number of volunteers recruited has been removed.
9. Performance measures targets have been adjusted to reflect our adjusted ask (325 to 290)

Strategic Engagement slots:

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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 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 corps diversity and an inclusive selection and recruitment process.
2. At this time, TFA does not wish to request additional MSYs to fund AmeriCorps members with disabilities.

F. MSYs with no program funds attached

1. At this time, TFA does not wish to request no-cost MSYs

G. Professional Corps Applicants Clarification items:

1. As a professional corps program, Teach For America's Miami-Dade AmeriCorps members (TFA M-D) are paid staff employed by the Miami-Dade County Public Schools. Similar to any other employment opportunity, our corps member apply and compete for open positions. 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 Miami-Dade, TFA corps members account for approximately 10% of all of Miami-Dade County Public Schools' (Miami Public Schools or MDCPS) first-year hires.

In Miami Public Schools, where 100% of our corps members are placed, the collective bargaining agreement governs the ways in which the district hires new teachers, including TFA teachers. Because TFA works with district 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 collective bargaining

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agreement. Our Professional Services Agreement (PSA) with Miami Public Schools, in part, reinforces that expectation with the following language:

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

For example, in cases when there is a reduction in force, our corps members, as members of the union and under the terms of the collective bargaining agreement, receive the same employment protections as other teachers and would be subject to the same reduction in force in the same manner as any other first- and second-year teachers.

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

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

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

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To ensure that we are serving the highest need students populations in Miami-Dade, TFA works with hiring decision-makers to ensure that we match our efforts with district needs. For example, we only place corps members in schools where at least 80% of the student body is eligible for free and reduced lunch and 47% of our placement schools receive School Improvement Grants (SIG). Additionally, over 90% of TFA Miami-Dade CMs teach in geographic locations identified by the FLDOE as teacher shortage areas (State Board of Education: Approval of Critical Teacher Shortage Areas for 2013-14." Florida Department of Education. N.p., 18 Feb. 2013. Web. 25 July 2013).

4. As a professional corps program, TFA addresses the 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 fill teaching positions in high-need schools, subject areas, and geographic locations, which districts are often unable to fill. The No Child Left Behind Act of 2001 defines a high-needs school as "within the top quartile of elementary and secondary schools statewide, as ranked by the number of unfilled, available teacher positions; or is located in an area where at least 30% of students come from families with incomes below the poverty line; or an area with a high percentage of out-of-field-teachers, high teacher turnover rate, or a high percentage of teachers who are not certified or licensed." ("No Child Left Behind." US Department of Education. <http://www2.ed.gov/nclb/landing.jhtml>). 100% of TFA M-D AmeriCorps members will teach in schools where at least 80% of the student body qualifies for free and reduced lunch, which is an indicator of poverty. Therefore, 100% of TFA M-D AmeriCorps members teach in high-needs schools as defined by the No Child Left Behind Act. Positions within these particular neighborhoods are often difficult to fill as a result of additional challenges faced by both teachers and students. As a result, TFA M-D's first priority is to fill these teacher vacancies with AmeriCorps members to serve students and communities within these high-needs areas.

Specifically, 57% of M-DCPS principals reported that they do not receive enough qualified applicants for high-need subjects such as math and science . According to the Florida Department of Education (FL DoE), the areas of highest needs are English for Speakers of Other Languages (ESOL) and Reading (The National Council on Teacher Quality: "Teacher Quality Roadmap: Improving Policies and Practices in Miami-Dade County Public Schools." January 2012. http://www.nctq.org/p/publications/nctq_miami.pdf). To address this issue, TFA Miami-Dade

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offers M-DCPS a large pool of highly qualified, in-field, certified teachers. 100% of TFA M-D AmeriCorps members will teach in either geographic locations or subject areas considered high-need by the FL DoE

Second, we provide low-income schools access to a national pipeline of candidates commensurate to those teaching in 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 simply not having enough candidates, but also not having a pool of high-quality candidates from proven-effective sources.

Research consistently demonstrates that high-quality teaching is the most important factor in student learning; effective teachers have a significant impact on children's life prospects. Despite this evidence, low-income students are less likely to get effective teachers in their classrooms than wealthier students. 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. In 2011-12, the most recent year for which publicly available data exists, MDCPS hired over 1,000 new teachers. (FL DoE at <http://www.fldoe.org/eias/eiaspubs/pubstaff.asp>).

According to a National Council on Teacher Quality study conducted in 2012, M-DCPS prioritizes filling teacher vacancies within the Education Transformation Office (ETO), a group of schools that historically, are the lowest performing schools within M-DCPS. These are the highest need schools where there is currently an inadequate number of teaching professionals. For example, within the ETO in 2009, teacher turnover in science reached over 10% in one year. To attract effective teachers to these schools, M-DCPS puts high priority on recruiting effective teachers to work in these schools, including providing a signing bonus to qualified teachers. Because we work closely with district personnel to match the districts' most pressing hiring needs, 100% of TFA M-D AmeriCorps members teach in ETO schools. Absent the presence of TFA M-D AmeriCorps members, many classrooms would be staffed by long-term substitutes, and many schools could simply not offer standard science courses such as chemistry or biology. Absent these types of courses, low-income students will continue to fall further behind their more affluent peers.

In Miami-Dade, hiring decision-makers, typically individual principals, have a choice of who to hire

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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 their 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 M-D AmeriCorps member in their school.

Continuation Changes

n/a

Grant Characteristics