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## Executive Summary

Teach For America -- Indianapolis (TFA -- Indy) commits 95 AmeriCorps (AC) members who will teach for two years in low-income district, charter, and turnaround schools across Indianapolis, Indiana. At the end of the 1st program year, TFA -- Indy corps members (CMs) will be responsible for significantly improving the educational outcomes for over 10,500 students in Indianapolis. These experiences will catalyze CMs' lifelong commitment to expanding educational equity. In addition, AC members will leverage an additional 105 volunteers engaged in supporting Indianapolis' students in our classrooms.

TFA - Indy promotes the CNCS focus area of education.

## Rationale and Approach/Program Design

Community Need: In Indianapolis, educational inequity limits the life prospects of tens of thousands of children growing up in low-income areas throughout the city. In the Indianapolis Public Schools District (IPS), where 80% of students qualify for free and reduced lunch, only 32% of students, on average, pass the high school exit exams in math and English, and only 4% of high school students pass an Advanced Placement (AP) exam. Out of 44,000 children who attend schools in Center Township, only 15% attend a school that was rated in the 2012-2013 school year as an 'A' or 'B' by the state of Indiana. In contrast, 100% of students who attend schools in Zionsville, an affluent suburb of Indianapolis, attend a school that was rated an 'A' or 'B' during the same time period. These educational disparities limit the life prospects of thousands of children in Indianapolis, and threaten the long-term competitiveness and vitality of our city and state.

Driving this deficit of excellent educational opportunities for students in Indianapolis is an inadequate number of highly qualified, exceptional, and diverse teachers. Research consistently demonstrates that good teaching is the single most important factor in student learning; if schools have access to high quality, effective teachers, the life prospects of those students most in need can significantly improve. Within the schools that TFA -- Indy places CMs in, 43% of which receive School Improvement Grant funding or have been identified by the Indiana Department of Education as Priority Schools, or any school to receive an "F" grade in the academic year or any school to receive a "D" or "F" for two consecutive years. The inadequate number of teachers manifests itself in the form of teaching positions that remain vacant well into the school year, an inability to retain the highest performing teachers, and under-qualified teachers teaching in high-need subjects such as math,

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science, special education, and English as a New Language (ENL). For example, two months into the current school year, IPS had 28 special education vacancies throughout the district. To address the specific subject-area deficits described above, over 50% of TFA -- Indy CMs teach math, science, special education, and ENL. All 105 CMs will be highly qualified to teach and are in high demand from our school partners. Additionally, a significant deficit of exceptional teachers who share the racial backgrounds of their students exists. In Center Township, 80% of students are students of color, while only 19% are teachers of color. In contrast, 33% of TFA -- Indy CMs are teachers of color. Given the profound impact that teachers who share the racial background of their students can have, the deficit of highly qualified and diverse teachers in Indianapolis is a fundamental barrier to expanding educational opportunities for students. The key elements of intense professional development and ongoing support make TFA CMs well-positioned to serve our students and families in Indianapolis.

TFA -- Indy works in partnership with schools and IPS to determine their needs regarding teacher vacancies and their projected demand for CMs for the subsequent school year. After clarifying that demand, TFA aligns recruitment efforts so that they can effectively meet schools' needs. Based on conversations conducted in Fall 2013, school partners in Indianapolis collectively expressed a desire to hire at least 105 CMs for known openings for the 2014-2015 school year.

AmeriCorps Members as Effective Means to Solve Community Need: Our mission is to build the movement to eliminate educational inequity in Indianapolis by enlisting our nation's most promising future leaders in the effort. We recruit outstanding recent college graduates and professionals who commit two years to teach in urban and rural areas and become lifelong leaders in pursuing educational excellence and equity. With extensive training and support, our CMs work relentlessly to ensure that students growing up today in low-income communities are given the educational opportunities they deserve. As alumni, they are a powerful force of leaders who act on the conviction and insight they gain from their teaching experience, working in education and all other sectors to effect the fundamental changes needed to ensure that all children have an equal chance in life.

As participants in the professional corps program, TFA -- Indy 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 Indianapolis 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

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the classroom and who track student outcomes. Because of our rigorous selection model and our training focused on student achievement, TFA CMs are consistently reviewed as the strongest new teachers with the greatest impact on student achievement.

Evidence demonstrates that TFA - Indy CMs are an effective means through which to address educational inequity in Indianapolis. CMs teach and 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 large part due to the leadership of TFA -- Indy CMs and alums, several schools in Indianapolis have experienced dramatic improvement. For instance, KIPP: Indianapolis, a public charter school that serves students in grades 5-8, went from receiving the lowest performance grade from the state of Indiana after the 2008-2009 school year to earning an 'A' rating, the highest available, following the 2011-2012 school year. TFA -- Indy CMs and alums played critical roles at every stage of KIPP's transformation. Following the 2008-2009 school year, the school's leadership partnered extensively with TFA -- Indy for the first time, hiring seven second year TFA -- Indy CMs to teach in their most difficult to staff areas. Since the 2009-2010 school year, KIPP: Indianapolis has hired 15 TFA CMs, many of whom have been responsible for leading students to achieve tremendous results. During the 2011-2012 school year, TFA -- Indy CM, Nick Perry, led 100% of his 8th grade Algebra students to pass the Algebra End of Course Assessment (ECA), far exceeding the state and city averages. Nick's leadership and the leadership of 15 TFA -- Indy CMs at KIPP: Indianapolis, have catalyzed a school-wide transformation that has resulted in more students in Indianapolis having access to an excellent education.

TFA - Indy CMs have achieved tremendous results with their students. TFA - Indy measures each corps member's progress towards ambitious high-performing classroom (HPC) benchmarks. The HPC benchmark is a bar of the impact that a top 25th percentile teacher in the state of Indiana has on their students' achievement. In the three years since TFA -- Indy started using the HPC benchmark to measure teacher effectiveness CMs have performed, on average, in the top 25th percentile of all teachers in the state of Indiana. We expect to see over 75% of our CMs reach this benchmark with their students making a year or more of academic in growth in one school year in the 2014 program year.

Evidence-Based and Measurable Community Impact: There is a strong research base on the effectiveness of TFA CMs' impact on student achievement, including two large, well-designed and well-implemented random-assignment studies that meet, without reservation, the What Works Clearinghouse Standards. A 2013 study by Mathematica Policy Research, Inc. (MPR) found that

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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 experienced ones: In a 2011 article using data from North Carolina, scholars at the Center for Analysis of Longitudinal Data in Education Research, found TFA teachers to be more effective than other teachers, regardless of experience level, in a range of high school subjects. In a 2013 study using data from Texas, Edvance Research Inc. found that students of TFA CMs score higher in mathematics than otherwise similar students taught by novice teachers in middle schools without CMs. In a 2012 study using data from the Los Angeles Unified School District, the Harvard Strategic Data Project found first-year TFA CMs more effective than other first year teachers in teachers 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 Antonio, TX: Edvance Research, Inc. Strategic Data Project. (2012). SDP human capital diagnostic: Los Angeles unified school district. Cambridge, MA; Noell, G.H., & Gansle, K.A. (2009). Teach For America teachers' contribution to student achievement in Louisiana in grades 4-9: 2004-2005 to 2006-2007. Baton Rouge, LA: Louisiana Board of Regents. Henry, G.T., Purtell, K.M., Bastian, K.C., Fortner, C.K., Thompson, C.L., Campbell, S.L., & Patterson, K.M. (2013). The effects of

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teacher entry portals on student achievement. Journal of Teacher Education.doi:10.1177/0022487113503871; Tennessee Higher Education Commission and the State Board of Education. (2013). 2013 Report Card on the Effectiveness of Teacher Training Programs. Nashville, TN.)

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

INDUCTION- CMs gather in Indianapolis for one week in June to learn about the city's unique history, assets, and challenges. During this week, CMs have an opportunity to learn from a wide range of community leaders. Additionally, CMs spend time visiting a variety of community organizations that work alongside TFA -- Indy to improve neighborhoods and schools in our city. Examples of organizations that CMs visit are the Forest Manor Multi-Service Center and the Indianapolis Neighborhood Resource Center. The collective learning that CMs engage in during Induction provides a critical foundation for their ongoing training.

AmeriCorps pre-service orientation is also conducted during orientation, so members learn about the responsibilities and benefits of AmeriCorps membership. Additionally, members will gain a comprehensive understanding of the national service movement and the importance of promoting AmeriCorps to schools, students, and broader communities in which they serve.

INSTITUTE- The core component of our training program is a rigorous five-week, residential summer institute. TFA hosts nine training institutes throughout the country, and Indianapolis CMs attend the regional institute in Tulsa, Oklahoma. Tulsa's summer institute is a rigorous teacher preparation program. Curriculum sessions are led by faculty comprised primarily of TFA's highest-performing alumni. These interactive courses, which include structured reflection sessions, as well as lesson planning and curriculum clinics, are designed to build knowledge, deepen skills, and apply learning to actual teaching.

TFA -- Indy partners with Tulsa Public Schools to run a summer school program for thousands of students under the close supervision of veteran teachers from the school district and TFA instructional

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staff. CMs teach in teams while receiving feedback from experienced teachers with proven track records of success. The TFA instructors observe every corps member several times each week, provide them with written feedback, and engage in constructive, problem-solving discussions to help them refine their teaching practice. Through opportunities for practice, observation, coaching and study, as well as careful planning and thoughtful reflection, CMs are well prepared to address educational inequity head on when they return to Indianapolis.

**ORIENTATION-** Upon their return to Indianapolis, CMs attend an orientation facilitated by TFA - Indy staff that consists of rigorous workshops that enable CMs to apply the skills and knowledge they acquired at institute to their work in their classrooms. CMs engage with curriculum resources that are specific to Indiana state standards and graduation requirements. CMs utilize these resources to build long-term plans, unit plans and lesson plans for their specific classrooms. At orientation, TFA -- Indy staff provide CMs with historical student achievement data on schools in Indianapolis to help build context for CMs and provide them with a framework to set meaningful goals for their students. Through engaging with curriculum and instructional resources that are specific to teaching in Indianapolis, CMs leave orientation prepared to begin teaching successfully.

**ONGOING SUPPORT-** Once CMs begin the school year in Indiana, they have access to a wealth of resources and support structures that help accelerate their effectiveness as first-year teachers. Each CM in Indianapolis is supported by a Manager of Teacher Leadership Development (MTLD) who was previously a highly effective teacher.

Each MTLD manages an average of 22 CMs. These cohorts are organized by school and content area, providing MTLDs increased opportunities to engage deeply with the CMs they support. These coaches observe their CMs in their classrooms, reflect with them on their students' progress toward goals, and problem solve to improve their practice. All CMs have access to an online library of thousands of content-specific resources, videos of effective teaching practices, and online communities where they receive advice from highly successful teachers from across the state and country.

Throughout the training and support cycle outlined above, we embed several opportunities to reinforce key issues of AC compliance. Prohibited activities are reviewed with CMs at TFA -- Indy's pre-service orientation to ensure that they have clear and solid understanding of their responsibilities. We continue to enforce collective compliance at monthly professional development sessions and email blasts. Individual compliance will be monitored by MTLDs who are trained annually on prohibited activities. This training includes a comprehensive explanation of the prohibited activities, examples and case studies of what these activities encompass, and how to detect and report them. Through their

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regular interaction with CMs, MTLDs are able to review regulations with members and verify that CMs are not engaging in them. Our placement schools in Indianapolis will be provided with an AC orientation guide, which includes information on AC policies and prohibited activities. Ensuring that our principals and other school administrators are aware of these activities provides another system to ensure CMs are not engaging in these activities, as well as an onsite resource, should they have any questions or want clarification or guidance on any activities they plan to participate in.

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

Member Supervision: TFA -- Indy's plan for supervising CMs may differ from the majority of AC programs because we are a professional corps. All CMs are college graduates and professionals who have gone through a rigorous application process that is designed, in part, to measure their ability to work effectively in a professional setting. Therefore, our supervision plan is concerned with corps member development and evaluation. Additionally, since our CMs work as full-time professional teachers, they are directly supervised by their school principal and other school administration.

As mentioned previously, every CM is matched with a MTLT, who provides an additional layer of support and supervision for each corps member. To be hired, MTLTs must possess a consistent track record of success during their time in the classroom, and display the characteristics needed to be successful in the MTLT role. Once MTLTs complete a rigorous on-boarding process and begin working with members, they engage in the following ongoing trainings: weekly check-ins with their manager, bi-weekly group professional development sessions, and weekly individualized professional development. At the end of the year, MTLTs and CMs analyze student growth based on final assessments. In Indianapolis, CMs are purposefully clustered together at schools, with over 80% of TFA -- Indy CMs working at a school with at least two other CMs. This clustering provides MTLTs increased opportunities to engage with school leaders and partner around member supervision.

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

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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 members among our network.

TFA - Indy is committed to communicating the important role AC plays in our community by taking specific steps to promote AC. TFA - Indy will brand all local publications, including our formal letterhead, with the AC logo. Additionally, CMs will be required to wear branded AC pins or t-shirts. During classroom visits, MTLDs will ensure that CMs wear gear and appropriate action will be taken if CMs are negligent. CMs will display AC signs in their classrooms and will be encouraged to discuss AmeriCorps membership and the importance of national service with their students. TFA -- Indy will ensure compliance through the regular check-ins and classroom observations that MTLDs engage in with their CMs. Additionally, TFA-Indy will brand our office with the AC logo and also include the AC logo on TFA -- Indy's regional website. We will also include the AC logo on all TFA -- Indy staff email signatures.

In addition to this marketing plan, we are committed to ensuring that each of our professional CMs identify as an AC member. We will provide training and orientation for our CMs at both Induction and Orientation to ensure that they understand AC and can identify with the brand. Additionally, the training we provide will ensure that all CMs can speak about the AC program to external constituents such parents, community organization, district officials, and donors.

### **Organizational Capability**

Organizational Background & 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.

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.

Additionally, TFA - Indy is led by a local Executive Director, who manages the operations of the

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regional site, sets regional visions, and oversees execution of our program to ensure that we are meeting the unique needs of our community. TFA - Indy has a regional advisory boards that provides guidance, assists in fundraising, and invests other community leaders in our work in the city. The Executive Director leads the regional team comprised of three functional teams: Community Partnerships, Teacher Leadership Development, and Operations.

Our Community Partnership team supports our school and district partners, alumni, as well as donors and external stakeholders. Our school and district partnership work helps to identify demand for CMs, ensure CMs are highly certified, and assess school partner satisfaction with TFA. Our alumni work supports CMs after they complete their two year commitment to provide them the support they need to continue expanding educational opportunity. Our donor and external stakeholders work engages funders and community members in our mission. Our Teacher and Leadership Development team provides ongoing support and professional development to our CMs. Lastly, our Operations team maximizes the efficiency of our regional team by managing budget processes, staff development, and office systems. TFA has effectively managed large-scale federal grants through both AC and the Department of Education (SEED and i3 grants). As our federal funding portfolio has grown, TFA has built significant internal capacity to manage both the financial and programmatic components of a national AC program. At the national office, our Public Partnerships Team has a number of well-qualified specialists available to meet and guide regional staff on AC compliance, budget creation, and general grants management. Additionally this team works in close partnership with our Research and Evaluation, Student Achievement Measurement, Technology, Legal, and Teacher Preparation, Support and Development teams to provide on-going trainings, assistance, and guidance for all regional staff positions via conference calls, regional and national conferences, and on-line tutorials to ensure compliance with all grant requirement and regulations.

Compliance and Accountability: As a long-time AC grantee, we have developed systems to ensure compliance with AC requirements and regulations. First, 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 that CMs have met the eligibility requirements prior to beginning their service.

Additionally, our Public Partnerships team trains all regional program staff on both acceptable and prohibited AC activities, so they are equipped to educate CMs and monitor member activities. Second,

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our trained regional staff provides pre-service training to CMs, which engenders in CMs a deeper understanding of their role as an AC member. Additionally, TFA -- Indy provides school administrators with a handbook that will communicate AC rules and regulations and outline the prohibited activities. Our Public Partnerships team is also available for consultation with regions, CMs, and site supervisors. Moreover, our regional School and District Partnerships team, who meets quarterly with school leadership, will review AC rules and regulations during all meetings to ensure school staff have a strong understanding of the program and the AC members who are serving at their schools sites. This information and training with school administrators, as well as CM trainings will ensure that both parties have a clear understanding of AmeriCorps and what it means to be a member and part of the national service movement.

Through site visits, classroom observations, and regular communication with site supervisors, our TFA -- Indy MTLDs provide oversight of CMs. Due to the frequency of interactions that they have with CMs and their in depth knowledge of the prohibited activities, they will be able to ensure that members are operating in accordance with AC regulations. Additionally, all incoming TFA CMs 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 engage in any activities prohibited by AC. Principals are also required to certify that no AC policies were violated. Finally, our Public Partnerships team conducts regular regional site visits and audits corps member activities and files to ensure compliance with AC regulations.

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

Continuous Improvement: TFA - Indy consistently utilizes feedback from both internal and external stakeholders and reflects on data to continuously improve our work. Internally, our Director of Strategy, Talent and Operations (DSTO) ensures that our team collaborates strategically to meet team objectives. The DSTO executes a plan that regularly solicits feedback from staff members to inform continuous improvement efforts. The Indianapolis Leadership Team (ILT) meets every two weeks to report on progress towards goals and problem- solve around areas for growth. Finally, TFA - Indy holds two retreats every year. Their purpose is to provide team members opportunities to build trust, collaborate, and push each other to continuously improve.

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TFA -- Indy also seeks feedback from school principals and district leaders on a regular basis. Our staff meets quarterly with every principal to engage in conversations around the vision for their school to determine how we can connect them with community resources, determine their satisfaction with CMs and the strength of their relationships with TFA -- Indy staff, and to get a sense of future placement potential. During the fall, we meet with principals to receive an update on corps member progress. During the winter and early spring, we will meet with principals and district personnel to determine projected vacancies and plan hiring events. We utilize this important data to constantly inform and improve our approach with our school partners.

TFA - Indy seeks feedback from our CMs as a way to continuously improve the way we approach professional development and ongoing support of CMs. We administer three surveys to CMs throughout the school year to gain insight. Additionally, we survey CMs after each Professional Saturday on the content of the differentiated sessions they attended. We leverage the data that we collect to improve subsequent professional development opportunities.

### **Cost Effectiveness and Budget Adequacy**

Cost Effectiveness: TFA -- Indy requests 105 full-time AC member slots at \$1,800/MSY through a professional corps reimbursable grant. A \$1,800 cost per MSY is well below the maximum amount allowed for this grant. To support our ambitious student achievement goals, we have lowered our CM to MTLTD ratio from 34:1 to 22:1 over the past year. This low ratio means that TFA -- Indy has hired more personnel to support our CMs, which informed our decision to request \$1,800 per MSY.

Our program design is a particularly cost effective model for increasing student achievement. First, our administrative costs are substantially less than those of organizations engaged in similar activities and that attract the high quality competitive pool of candidates as TFA. For example, the Peace Corps' cost per member to recruit, select, train and support is over \$67,000 (this cost does not include any cost related to the international component of the program such as travel, housing, etc.), while those same activities cost TFA -- Indy \$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).

Second, we partner with low-income school districts to provide access to a diverse, nationally recruited pool of pre-screened talent and maximize an efficient hiring process. TFA -- Indy aggressively recruits top talent to our corps from more than 600 schools nationwide, concentrating our efforts at nearly 150 selective private and public colleges and universities. Additionally, due to the significant shortage of qualified teachers for STEM subjects, we concentrate on recruiting people who

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have the background and content knowledge necessary to successfully teach these subjects.

Third, our programmatic model is highly effective and efficient. These studies 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., 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).

Finally, TFA -- Indy has a diversified and sustainable funding model. For example, since our launch, we have raised 100% of our required revenue from a wide portfolio of public and private sources. In order to raise the required revenue, TFA-Indy has taken a two-pronged approach, working both locally and nationally to meet our development needs. Locally we seek to cultivate relationships with individuals, corporations, and foundations who see education as the key to advancing their communities. We meet one-on-one with potential donors in order to build their understanding of our work and give them insight into who we are, what we believe, and our vision for education in Indianapolis. We continuously cultivate the relationships we have 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 host events to further interface with our CMs.

Nationally, TFA has targeted those foundations and individuals who focus giving priorities on rural areas. There are a number of individuals who grew up in Indianapolis who have since moved away, but are interested in continuing to see the region flourish. We identify those individuals and cultivate relationships with them as well in order to inform them of our vision for the region and their community specifically.

TFA-Indy's budget for FY14 is \$4,990,000. Half way through the current fiscal year, we have raised 4,199,351, which is 84% toward our goal, with \$790,649 more to raise

Budget Adequacy: Since our founding in Indianapolis in 2008, we have met the ambitious funding goals we have set each year, raising more than \$2,300,000 in our last fiscal year. Currently, in order to grow the size of our corps and meet the incredible demand from our school partners, we will raise \$4,990,000 by May 31, 2014. TFA - Indy continues to pursue a diversified funding base to promote growth and long-term sustainability, securing support from the public sector (school districts, city, and state agencies) and private sector (corporations, foundations and individuals). To increase the sustainability and diversity of our funding, we focus on expanding our corporate and individual giving

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base. To increase funding in these areas, we hosted our first-ever gala in November 2013 which provided many corporations and individuals with a compelling opportunity to invest in TFA -- Indy for the first time. As a result of this success, we plan to host another gala in the coming year in order to secure additional funds. We also plan to grow the size of our regional advisory board from 10 to 15 members. As a primary function of our advisory board is to fundraise, this growth will also us to tap into new funding networks and develop more champions of our work throughout the city. In anticipation of the next program year we will raise revenue through a diverse portfolio of funders: foundation giving, \$4,000,000; individual giving, \$400,000; corporate giving, \$500,000; and state investment, \$1,500,000.

The proposed funding of \$189,000 that we are seeking represents 4% of our total budget. Based on historical precedence, we believe we can raise the additional 96% of our budget. In 2012, Charity Navigator gave TFA a perfect 4-star rating for the twelfth straight year. Less than 1% of all nonprofits nationwide have received similar consecutive four-star ratings.

TFA -Indy's budget supports our program and reflects our priorities. 73% of the budget is spent on costs related to recruiting, selecting, training, and supporting our CMs -- our key program activities. As mentioned above, our low CM to MTLTD ratio enables us to support our key program activities more rigorously. Another additional 27% of our budget supports our work with our development, operations, and alumni work. These allocations reflect the emphasis we place on offering schools a highly-qualified, diverse pool of qualified candidates, and providing CMs with the training, ongoing support, and professional development that enables them to lead their students to make significant academic gains. As a professional corps, our CMs do not receive a stipend through AC and will undergo all required background checks.

Implementing these priorities will require significant investment in TFA - Indy. To sustain our efforts, we are initiating partnerships with additional members of the greater Indianapolis philanthropic community and are working toward securing government funding.

### **Evaluation Summary or Plan**

N/A

### **Amendment Justification**

N/A

### **Clarification Summary**

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### 2014 CLARIFICATION:

#### A. Budget and Performance Measure Clarification:

1. The budget has been reduced to reflect the funding levels under consideration.
2. TFA-Indy is decreases our ask fro 105 to 95, which is reflected in the budget.
3. Performance measures have been updated to reflect the adjusted ask.
4. On 4/11/2014, CNCS revised our clarification from \$0 operating dollars to \$200. While we are appreciative of these dollars, we are in no way agreeing to the elimination of operating dollars for professional corps programs, as proposed in the president's budget.

4/16/2014

5. Improvement is defined as the equivalent of AT LEAST one year's worth of growth. Given that the majority of students that CMs serve are far behind grade level (typically more than one year behind), making one year of grade growth in one year is significant. Typically, this indicates a CM is able to teach students the skills to master 80% or more of subject content despite a student entering the classroom more than one year behind grade level and not having the basic skills and knowledge needed to learn the content of their current grade. This growth puts students on a fundamentally different trajectory, as many of them enter the next grade with the skills and knowledge to learn grade level content the following year.

6. The assessments previously state (state assessment, AIMSWeb, Brigance, Developmental Reading Assessment, Fountas and Pinnel Benchmark System, Gates-MacGinitie Readings, McLeod GAP Reading Comprehension , Northwest Evaluation Association's Measures of Academic Progress, STAR Assessments)

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

7. As the full-time teacher of record, TFA AmeriCorps members are charged with increasing the academic achievement of all students in their classroom, regardless of what point in the year a student becomes a member of their class. However, for ED5 only students who have been present in the class

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for 6 months or more will be counted toward the target. Students who enter the class significantly after the beginning of the school year will not be assessed for improved academic performance under ED5.

### B. Executive Summary Clarification:

1. The Executive Summary has been updated to reflect the the adjusted ask
2. The 10,500 students we are serving (adjusted to reflect the adjusted ask) is reflective of the total number of students we serve. The target is reflective of a small sub-set, those students that are taught math/literacy. This target is not reflective of the all the students that all our CMs teach.

### C. Programmatic Clarification:

1. TFA-Indy is requesting a 9/1/2014 start date
2. TFA's partnership with AmeriCorps is pivotal to recruiting and retaining high-quality, diverse corps members to serve in our communities' highest-needs schools. TFA is committed to ensuring that AmeriCorps slots are available to all eligible corps members to ensure that we are recruiting and retaining the highest achieving, most effective teachers. Additionally, AmeriCorps membership promotes national service and all-corps identity among all TFA corps members. At the start of the grant application process, TFA projects the total number of corps members for the following year based on anticipated retention rates of current corps members and recruitment targets for new members. TFA determines the number of slots to request on its National Direct grant based on allocation of slots across regions and the likelihood of a specific region receiving state AmeriCorps funding. TFA does not assume that all state AmeriCorps applications will be successful, so some state grant slots are duplicated in the National Direct grant application.

Therefore, the 95 slots requested by TFA-Indy may be duplicated on the National Direct grant currently under continuation review. However, the final award decisions regarding each state AmeriCorps grant will ultimately determine how TFA utilizes any additional the National Direct slots will be required for TFA-Indy. If TFA-Indy is awarded 95 slots through the state grant, it does not necessarily mean the corresponding slots on the National Direct grant are duplicative; these National Direct slots may ultimately be allocated to another region that was unsuccessful in securing a state grant.

3. a. The TFA -- Indy regional staff is comprised of 19 people. Our team is composed of two functional

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teams led by Executive Director Rebecca Thompson Boyle. The Teacher Leadership Development team is led by Taylor Brown, who manages a team of eight full time MTLDs. The Teacher Leadership Development team will primarily manage the AmeriCorps program, and given the increase in staff capacity and small AC Member to MTLTD ratio, TFA-Indy is fully confident that staff will be able to dedicate sufficient time to managing program.

Andy Seibert leads the Community Partnerships team and manages work related to School Partnerships, Alumni Affairs, Development, and Community Engagement. The Community Partnership team has seven staff members. The Community Partnerships team is charged with engaging a large and diverse group of community stakeholders around the imperative to catalyze and support great schools, accelerating the leadership of our corps and alumni base as a force for change, and securing the necessary investments to scale and sustain our impact over time. Although the AmeriCorps program will be primarily managed by the Teacher Leadership Development team, the entire TFA -- Indy team will collaborate with one another to ensure all goals for the program are met.

4. Our CM to MTLTD ratio is 22:1

5. a. The TFA -- Indy regional budget reflects the expenses that Teach For America expects to incur to recruit, select, train, support, and provide professional development to the corps members placed in Indianapolis, as well as to facilitate the ongoing leadership of alumni in the region. These costs include the salaries and direct costs of our regional team, as well as the region's proportional share of national costs (allocated based on the region's share of nationwide corps members and alumni) associated with bringing corps members to the region and supporting the organization. TFA -- Indy continues to pursue a diversified funding base of both private and public donors to ensure long-term financial stability. TFA -- Indy receives support from local Indianapolis corporations, foundations and individuals to ensure we raise the necessary funds to cover our budget. TFA -- Indy also was recently awarded a grant from a competitive STEM grant through the Indiana Education Roundtable, the largest public funding gift the region has received.

D. Performance Measure Clarification:

1. Teacher Corps PMs 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

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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.

In Indianapolis Public Schools District (IPS), over 84% of students qualify for free and reduced-price lunch. IPS has received a failing grade on the state's accountability report card for the past four years. Additionally, only 4% of students have taken and passed an AP exam. Currently, the life prospects of children growing up in Indianapolis' low-income areas are limited.

Source (Indiana Department of Education Compass:

<http://compass.doe.in.gov/dashboard/overview.aspx?type=corp&id=5385>)

As a result, all TFA-Indy CM placements are conducted under the auspices of a contractual agreement with our placement partners known as a Professional Services Agreement (PSA). These documents stipulates that TFA-Indy will not allow corps members to be placed in schools that are not considered high poverty relative to the student population elsewhere in the placement district, or where less than fifty percent of the school's student population receive a free or reduced priced lunch. Of the schools TFA-Indy currently places in, all have over 80% of students receiving free and reduced priced lunches.

3. For ED5, the target was determined by analyzing past data and trends around corps member effectiveness and student achievement. Our target for students receiving specific instruction in literacy and math is a sub-set of our total corps and represents that over 60% of corps members teaching math/literacy will drive their students to the equivalent of 1 year of grade growth or more.

4. "improved academic performance" is the he equivalent of 1 year of grade growth or more.

5. 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 NWEA MAP and DRA2. In addition, many corps members use their state standardized exams to measure impact, and we expect that number will grow as states utilize assessments aligned with the Common Core. Program staff also review and audit assessments for rigor and alignment. Experts from our national Teacher, Preparation, Support, and Development Team provide training to regional staff and our corps members on the properties of rigorous and aligned assessments, and our regional staff recommend assessments to corps members for use in common subjects and grades.

SAMS is our internal system we use to aggregate results across all of the assessments that our corps

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members administer. Because our corps members are working in 50 different regions, in over 600 school districts/charter networks, and teach every subject area/grade level, we must be able to aggregate results to evaluate our corps member impact over time and across regions. is designed to enable us to aggregate and combine onto a single continuous scale all the results on these assessments; we refer to it as a continuous measure because we use it to assess average performance across all corps members rather than the percentage meeting a particular threshold. We need to aggregate our results because our corps members work in 46 different regions, in over 600 school districts/charter networks, and teach every subject area/grade level.

### E. Strategic Engagement Slots Clarification:

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. No-Cost MSY Clarification:

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

### G. Professional Corps Applicants Clarification:

1. As a professional corps program, TFA AmeriCorps members are paid staff employed by the Indianapolis Public Schools and the charter networks in which we place in. Similar to any other

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employment opportunity, our corps members 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 Indianapolis, TFA is just one avenue for our partner schools to fill vacancies. The Indiana Department of Workforce Development estimates that the state will need to hire over 11,000 new teachers between 2008 and 2018. Our 95 corps members account for a very lower percentage of the total teachers hired. Indianapolis schools hire traditionally certified teachers, but they also rely on talent pipelines such as TNTP and the Woodrow Wilson Teaching Fellowship program to fill critical teaching vacancies in their schools.

In Indianapolis, 22% of our corps members are placed in Indianapolis Public Schools (IPS) and a collective bargaining agreement governs the hiring of all new IPS 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 IPS's collective bargaining agreement. 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:

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 protections as other teachers and would be subject to that reduction in force in the same manner as other first- and second-year teachers.

For the 78% of corps members that are placed in charter schools, where a collective bargaining agreement does not exist, our corps members are subjected to the charter management organizations' hiring regulations and protocols in the same manner as all other individuals.

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

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structures set up by the collective bargaining agreement. We do not receive any special hiring arrangement beyond those permissible by collective bargaining agreements.

3. As noted in our response to the clarification question above, in Indianapolis Public Schools, a collective bargaining agreement governs the ways in which IPS hires 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 the collective bargaining agreement.

In schools where there a collective bargaining agreement does not exist, our corps members are subject to the charter management organizations' hiring regulations and protocols in the same manner as any other teacher.

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 is the most qualified candidate and for the vacant teaching position at their school.

To ensure that we are serving the highest need students populations in Indianapolis, TFA works with hiring decision-makers to ensure that we are matching our efforts with district needs. For example, two months into the 2013-2014 school year, IPS had 28 special education vacancies and ove 70 other subject area vacancies throughout the district. To address the specific subject-area deficits described above, the majority of of TFA -- Indy CMs teach math, science, special education, and English as a new language.

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 often fill teaching positions in high-need subject areas and schools, which districts often find difficult to fill. According to the US Department of Education, Indiana faces an

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inadequate number of professionals in specific subject areas such as science, math, business education, technology, special education, English as a New Language (ENL), and early childhood education (ECE) ("Teacher Shortage Areas Nationwide Listing." U.S. Department of Education. March 2014.)

One concrete example of how this inadequate number of professionals plays out in IPS was seen this school year, when two months into the year, IPS still had 28 special education vacancies and over 70 other subject area vacancies throughout the district. To help meet Indiana's needs, the majority of TFA -- Indy CMs teach in high need subject areas such as math, science, special education, early childhood education and ENL.

Second, we provide low-income schools access to a national pipeline of candidates commensurate to those teaching in the top performing school systems who have 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 learning; effective teachers have a significant impact on children's life prospects. Despite this evidence, low-income students are less likely to get effective teachers in their classrooms than wealthier students; they are far more likely to have teachers who scored poorly on college and licensure exams. Low-income communities have a higher than average need for highly-effective teachers, yet these communities often lack a sufficient supply relative to the level of need.

The effectiveness of our national teacher pipeline is further reinforced by independent studies -- in every state that use student achievement data to analyze the relative effectiveness of teacher pathways, 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 Indianapolis, hiring decision-makers, typically individual principals, have a choice of who to hire

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for vacant teaching positions at their schools. TFA works with school and district leadership to fill new and vacant positions through the school's routine hiring processes, thus our CMs are competing for open positions with other non-TFA affiliated applicants. We do not receive any special hiring arrangement beyond those permissible by the IPS collective bargaining agreement. 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 in Indiana overwhelmingly indicated that they are satisfied to extremely satisfied with TFA corps members and that they would hire another TFA-Indy corps member in their school.

### **Continuation Changes**

N/A

### **Grant Characteristics**