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Executive Summary

The Teach For America organization will have 145 AmeriCorps (AC) members, who will teach two years in low-income schools in Milwaukee, Wisconsin. At the end of the first program year, the AmeriCorps members will be responsible for significantly improving the educational outcomes for over 7,700 students, catalyzing for CMs a lifelong commitment to expanding educational equity in Wisconsin. In addition, the AmeriCorps members will leverage an additional 100 volunteers that will be engaged in supporting Milwaukee students in our classrooms.

This program will focus on the CNCS focus area of education. With the CNCS investment of \$116,000, Teach For America-Milwaukee will leverage an additional \$4M to support our program model.

Rationale and Approach/Program Design

Rationale and Approach/Program Design

Milwaukee remains one of America's 10 most impoverished big cities, with a poverty rate of 29.4% in 2012. For children under the age of 18, the rate increases to 43%. Nearly 70,000 Milwaukee children are living in poverty and our schools are unable to provide them with the excellent education they deserve.

In Milwaukee Public Schools District (MPS), over 80% of students qualify for free and reduced-price lunch, only 14% of students score proficient/advanced in reading across all grade levels, and the average ACT composite score is 15.9. On average, to be considered for college admission, students must score at least 19. Currently, the life prospects of children growing up in Milwaukee's low-income areas are devastatingly limited.

Citation (in order of mention in the above paragraph): Milwaukee Journal-Sentinel, September 2012. Milwaukee Public Schools District Report Card, January 2012. Milwaukee Journal-Sentinel, August 2012.

Driving this deficit of educational opportunities for Milwaukee students is a shortfall of highly qualified, exceptional and diverse teachers. Education research proves that providing high-quality teachers to low-income schools is fundamental in eliminating educational inequity, and good teaching is the single most important factor in student learning. Effective teachers transform children's life

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prospects. Teach For America -- Milwaukee (TFA-MKE) seeks to help our partners get the effective teachers their students need. In MPS, public charter schools, and the Milwaukee Parental Choice Program (MPCP) schools, this shortfall of highly qualified teachers manifests itself in the form of teaching positions that remain vacant well into the school year (staffed by long-term substitutes), an inability to retain the highest performing teachers, and under-qualified teachers teaching high-need subjects such as math, science, special education, early childhood education, and bilingual education in Milwaukee's low-income classrooms (Teacher Shortage Areas Listing--Wisconsin, U.S Department of Education, March 2013). At the beginning of the 2013-2014 school year, MPS had over 50 teacher vacancies in these subject areas (MPS Human Resource Department). Over the past 5 years, over 50% of TFA-MKE's corps (250 members since 2009) has been placed in these high-need subject areas. Additionally, there is a significant deficit of exceptional teachers who share the racial backgrounds of their students -- only 29% of teachers in MPS identify as a person of color compared to 85% of students who identify as a person of color. In 2009, only 16% of TFA-MKE's corps (38 members) identified as people of color. Today, with an even larger corps (119 members) -- we have doubled that percentage to 32% and have become the pipeline for diverse leadership in Milwaukee's education sector. The deficit of highly qualified and diverse teachers in Milwaukee is a fundamental barrier to expanding educational opportunities for students.

CNCS should continue to invest in this project to ensure Milwaukee has a direct pipeline of highly qualified and diverse teachers focused on improving the life trajectory of students through effective teaching.

AmeriCorps Members as Highly Effective Means to Solve Community Problems:

As participants in the professional corps program, TFA-MKE AC members are particularly well-suited to address the problem of educational inequity in our city for two key reasons. First, we provide low-income schools in Milwaukee 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, our members are consistently reviewed as being among the most effective new teachers in the state and country for impacting student achievement, as indicated by numerous rigorous independent studies.

Our ability to transform the state of education in Milwaukee is measured through the individual

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impact we have with students in schools across the city. TFA-MKE determines school partners based on the percentage of the school's students who qualify for free and reduced-price lunch, a measure indicating household income based on federal poverty guidelines. 100% of TFA-MKE 50 partners are schools (where at least 80% of students qualify for free or reduced-priced lunch; 20% of our CMs serve in schools who are recipients of School Improvement Grants. TFA-MKE consistently produces results that prove the program's worth to the community. Last year, we exceeded our performance measure and our national standard with 90% of our teachers (87 CMs) achieving the equivalent of 1 year or more of academic growth with their students (over 4,900 students). In the previous year, these same students, on average, achieved less than a year of growth. In 2014-15 we expect 160 CMs to teach 9,760 students with 80% or more achieving the equivalent of 1 year or more of academic growth.

In succeeding with their students, CMs gain added conviction that educational inequity is a solvable problem, and deepen their understanding of the problem and its solutions. As a result, we produce and support an alumni force with the conviction to effect the fundamental changes necessary to realize our vision of educational opportunity for all. The transformation of our alumni in Milwaukee reflects a nation-wide trend.

While only 8% of members indicate a desire to work in education long-term upon entering the program, TFA-MKE has produced over 120 alumni -- 70% remain working in education and over 50% live in Milwaukee. Of those in Milwaukee, 90% work in Milwaukee's schools as either teachers or school leaders. Currently, 18 TFA alumni serve as school leaders or administrators in Milwaukee. According to a 2011 study by Harvard economists Roland Fryer and Will Dobbie, the TFA corps experience has a marked impact on career path, education beliefs, and racial tolerance.

The effective means by which TFA-MKE CMs are trained and supported towards classroom results along with the dedicated alumni the program produces proves why this program should be a continual investment for CNCS.

Evidence-Based/Evidence-Informed and Measurable Community Impact:

There is strong research base on the effectiveness of TFA CMs' impact on student achievement, including two large, well-designed and well-implemented random-assignment studies meeting the

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What Works Clearinghouse Standards without reservations. A 2013 study by Mathematica Policy Research, Inc. found that students of TFA secondary teachers learned 2.6 months more math in a year than students in the same schools taught by teachers from traditional and less selective alternative certification 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 Teach For America teachers to be more effective than other teachers, regardless of experience level, in a range of high school subjects. In a 2013 study using data from Texas, Edvance Research Inc. found that students of TFA CMs score higher in mathematics than otherwise similar students taught by novice teachers in middle schools without CMs. In a 2012 study using data from the Los Angeles Unified School District, the Harvard Strategic Data Project found first-year TFA CMs more effective than other first year teachers in teachers of both math and reading in grades 3 through 9.

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

Citation (in order of mention in the above paragraph): Clark, M. A., Chiang, H. S., Silva, T., McConnell, S., Sonnenfeld, K., Erbe, A., & Puma, M. (2013). The effectiveness of secondary math teachers from Teach For America and the Teaching Fellows programs. (No. NCEE 2013-4015). Washington, DC: Institute of Education Sciences and Mathematica Policy Research, Inc; Decker, P. T., Mayer, D. P., & Glazerman, S. (2004). The effects of Teach For America on students: Findings from a national evaluation. (No. 8792-750). Princeton, NJ: Mathematica Policy Research, Inc.; Xu, Zeyu, Jane Hannaway, and Colin Taylor. "Making a Difference? The Effects of Teach For America in High School." *Journal of Policy Analysis and Management* 30.3 (2011): 447-469; Turner, H. M.,

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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.

Member Training:

The bedrock of our training and evaluation model is a framework we call Teaching As Leadership (TAL). TAL is comprised of six strategies we 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. CMs' initial training has three major components -- induction, institute, and orientation.

Induction: At the beginning of the summer, members spend a week in Milwaukee, learning about the community in which they will serve and reflecting on their values. CMs learn about the city's history, its educational context, and the communities where their students live. The goal is to ground CMs work in Milwaukee and expand their perspectives. Induction is designed to ensure CMs consider and reflect on the significant responsibilities they have toward our children, the challenges they will likely face in this work, their own value systems, and the motivations necessary to help them to persist.

This reflection centers on how CMs use their general values, especially the value of diversity, to guide the development of their own leadership. Lastly, CMs receive AC pre-service orientation so they learn about the responsibilities and benefits of AC membership before they begin serving. **Institute:** To foster a sense of community and shared experience, our CMs attend a five-week residential summer institute in Chicago, training alongside CMs from Chicago and Detroit. At the Chicago institute, the Milwaukee CMs train in 2 different summer school sites in either the Chicago Public School system or a local charter school. Each school is led by TFA-MKE alumni, allowing our Milwaukee CMs to continue building personal and professional relationships throughout institute. Supervised and mentored by

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both a veteran teacher and a TFA staff member, CMs teach students as part of a four-person collaborative. They receive frequent feedback to develop their skills. In the afternoon and evening, CMs attend regular training sessions on classroom management and culture, instructional planning and delivery, and student and parent investment planning. Orientation: After institute, CMs return to Milwaukee for a two-week orientation. During this time, CMs work under the guidance of their Manager of Teacher Leadership Development (MTLD) to create their first unit plan, assessments, and other tools used to track their students' progress. In the evenings, CMs meet together for 3 hours to build their classroom plan. Additionally, CMs meet with their MTLD to determine end-of-year academic goals for their students to ensure a different life path for each student. Ongoing Support: The TFA-MKE Teacher Leadership Development (TLD) team provides CMs with intensive support and professional development. The foundation of our support system is the MTLD. Each MTLD works with a portfolio of 5 -8 schools, supporting the approximately 19 CMs in those schools while also deepening the partnership with the schools' leadership. In our support model we work to match MTLD's content background with the subjects CMs teach to cluster our CMs. In 2013-14, 45% of CMs teach the same content as their MTLD did and 60% of CMs teach in a cluster (a school with at least 2 other TFA teachers).

MTLDs conduct regular observations of a CM's class, providing him/her with feedback and support. Together with CMs, they review student data to identify and find solutions to problems or gaps in student achievement. This approach builds CMs' abilities to independently evaluate student outcomes, identify causes of problems, and seek solutions. Also, CMs meet regularly in content- or grade-level-specific learning teams led by experienced teachers to discuss ongoing challenges and to share best practices.

To be further developed as an urban educator and obtain a Wisconsin teaching license, CMs enroll at one of TFA-MKE's partner institutions of higher education: Marquette University, Alverno College, and Cardinal Stritch University. Interested CMs can obtain a Master's degree in education.

Prohibited activities are reviewed with CMs at TFA-MKE's pre-service induction. We continue to enforce collective compliance at monthly meetings and in email blasts. Individual compliance is 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 the prohibited activities. Our placement sites and principals will be provided with an AC

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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. Additionally, each CM signs a statement on our mid- and end-of-year surveys affirming they have managed and supervised their recruited volunteers to ensure no engagement in prohibited activities.

Member Supervision:

As professional CMs, all TFA CMs are college graduates who complete a rigorous application process designed, in part, to measure their ability to work effectively in a professional setting. Our CMs work as full-time professional teachers; they are directly supervised by their school principal. School principals' supervision varies across the schools our CMs teach in -- all have the power to hire or terminate CMs based on performance and others, depending on the school's leadership structure, will observe and coach individual CMs. Therefore, the TFA supervision plan focuses on CM development and evaluation through the work of our MTLDs. MTLDs meet regularly with school principals -- including a formal meeting at the beginning of the school year to align on school and classroom vision as well as understand the support and development TFA will be providing CMs throughout the school year.

Our MTLDs are CMs' closest point of contact with TFA and monitor CM development and evaluation. To be hired, MTLDs must demonstrate a track record of success during their time in the classroom and display the characteristics needed to be a successful in this role. Upon joining staff, MTLDs attend a MTLD training 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: weekly check-ins with their manager; group professional development; and weekly, individualized professional development.

Managing Director of Teacher Leadership Development, Brianne Stuard, sets the vision and direction for the support and development of our CMs. She hires, trains, and supports the MTLDs throughout the course of the school year and holds all CMs and staff accountable towards reaching the set student achievement goals.

Commitment to AC Identity:

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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 continue to spread AmeriCorps 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.

TFA-MKE commits to communicating the important role AC is playing in our community. Specifically, we will: 1. Include an AmeriCorps boilerplate and logo in our local media kit 2. CMs will wear branded lanyards daily and display AC signs in their classrooms and will be encouraged to discuss AmeriCorps membership and the importance of national service with their students 3. CMs will wear AC shirts at all service opportunities; 4. TFA-staff will provide AC orientation to CMs and partner principals to ensure they understand AC and can identify with the brand and program to external constituents such parents, community organizations, district officials, and donors.

Organizational Capability

TFA is co-led by Chief Executive Officers, Matthew Kramer and Elisa Villanueva Beard, who work with a national Board of Directors and our 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 the organization is run effectively and within all relevant laws and regulations. TFA works in 48 communities and regions across the United States. As one of those regions, Milwaukee operates to serve the community here by learning the best practices from across the county.

TFA-MKE is led by Milwaukee-native, Executive Director, Maurice Thomas, who manages the operations of the region, setting vision and overseeing execution of our program to ensure we are meeting the unique needs of Milwaukee's communities. Maurice directly manages the regional leadership team. This team is made up the Managing Director of Teacher Leadership Development, Brianne Stuard, who sets the vision and direction for the support and development of our CMs, the Director of School Partnerships and Alumni Affairs, Amal Muna, who sets the vision and direction for both Milwaukee's school partnerships and our area alumni movement, and the Director of Development and Community Partnerships, Mitzi Keel, who fundraises to support TFA-MKE's operations and builds local partnerships to share resources and best practices across Milwaukee.

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Additionally, TFA-MKE has also established a regional board who are charged with providing guidance, assisting in fundraising, and investing other community leaders.

TFA has effectively managed large-scale federal grants through both AC and the Department of Education (SEED, I3, and AC SIG 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. Our national Public Partnerships Team has a number of well-qualified specialists available to meet and guide regional staff on AC compliance, budget creation, and grant 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 support and ensure compliance with all grant requirements and regulations.

Furthermore, TFA-MKE works closely with our budget trackers (housed nationally) to coordinate cash-in and expenses. This structure allows for the appropriate breakdown of responsibilities and a system of checks and balances needed to ensure accurate financial accounting.

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. As CMs matriculate into the program, they are required to submit eligibility documentation and go through background checks. This approach ensures CMs have met the eligibility requirements prior to beginning their service.

Our Public Partnerships team trains all regional program staff on the prohibited AC activities, so they are equipped to educate CMs and monitor member activities. Second, trained regional staff provides pre-service training to CMs, which engenders in CMs a deeper understanding of their role as an AC member. Additionally, TFA provides school administrators with a handbook that communicates AC rules and regulations and outlines prohibited activities.

Through site visits, classroom observations, and regular communication with site supervisors, our MTLs provide oversight of CMs. Due to the frequency of interactions that MTLs have with CMs and their in depth knowledge of the prohibited activities, they will be able to ensure that members are

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operating in accordance with AC regulations. Principals are also required to certify at the end of the school year that no AC policies were violated. Finally, 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.

On the national level, our Public Partnerships team conducts regular regional site visits and audits CM activities and files to ensure compliance with AC regulations. If a TFA staff member or school administrator suspects that a member is engaging in a prohibited activity, they notify the TFA-MKE 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:

Recruitment and Diversity: Since 2009, TFA-MKE has provided over 250 teachers to this community, increasing our incoming corps size from 38 to just over 70 in 4 years. TFA-MKE expects to bring 100 additional CMs to Milwaukee in both 2014 and 2015. TFA-MKE continues to be committed to bring diverse leaders to teach in local communities. In 2009, only 16% of our corps identified as people of color. Today, with an even larger corps -- we have doubled that percentage to 32%. In addition, we focused our recruitment efforts on Wisconsin, with the goal to keep Wisconsin talent in Wisconsin -- currently, over 55% of our corps graduated from Midwest universities.

Student Achievement: During the 2012-2013 school year we met our student achievement performance targets (4,050 students made improved academic performance), with 90% of our 87 CMs leading their students to achieve on average at least 1.5 years in academic growth/80% content strand mastery in one academic year.

Service Learning: Our CMs are committed to ensuring their students have a transformative learning experience. This requires our CMs to partner with organizations outside of the classroom to integrate classroom lessons with real life experiences. For example, Lizmeth Sandoval (TFA-MKE 2010) worked with her students over the past 3 years to develop and maintain a community garden at her school. Lizmeth enlisted parent and school volunteers to help her students in their harvesting efforts.

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This past summer, the students used the produce grown to make garden salsa for the entire school. Through this experience, Lismeth's students were able to observe and cultivate plant communities and learn basic organic agriculture and permaculture principles

Alumni Leadership: TFA-MKE has produced over 120 alumni -- 70% remain working in education and over 50% live in Milwaukee. This group includes Milwaukee native and Marquette alumnus, Ryan Michaels (TFA-MKE 2010). Ryan taught special education on Milwaukee's Southside for 3 years -- achieving over 2 years of growth in both math and reading each year. This school year, Ryan works as the special education coordinator for an entire school expanding his impact outside of the four walls of his classroom.

Enrollment: In the last completed program year (2011-2012), TFA-MKE filled 100% of the slots on our state grant.

Retention: TFA-MKE's retention rate for the 2012-2013 school year was 98%; a rate markedly higher than the estimated average retention for first-year teachers in low-income communities ("No Dream Denied: A Pledge to America's Children" (2003) National Commission on Teaching and America's Future. Washington, D.C.). We are constantly working to improve our program and thus our retention rates. This year, we planned our week-long induction through the lens of "family." Each TFA staff member became the leader of a "family" of 8-10 new CMs, providing each CM a personal connection and relationship with a staff member as they transition to Milwaukee and TFA. Already, we are reaping the benefits of this strategy; as communication lines exist that allow us to address issues as they arise. Another strategy implemented this year is "MKE Groups." These interest groups provide a structured social outlet for CMs based on interests and give CMs another social connection to a city which is new to many of them. Our consistently high retention rate is due in large part to these strategies.

Continuous Improvements:

Continuous improvement is vital to our work. We actively seek feedback from multiple stakeholders, both external and internal. Our MTLDs solicit feedback from principals in monthly meetings. Our Director of School Partnerships works to solicit feedback from principals through multiple interactions during the school year and conducts an annual principal survey to understand how our CMs are performing as members of the school community and how our MTLDs are partnering with school

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leadership. Likewise, senior staff members meet with district leadership quarterly, and TFA-MKE's executive director has ongoing touch points with all key stakeholders -- including school leaders, families, funders, community leaders, and our board of directors.

Internally, we survey CMs throughout the year on their experience and specifically after professional development events to ensure our resources meet their needs.

To ensure that the data we collect informs our strategies and decisions, TFA-MKE has established both formal and informal structures. Formally, we go through quarterly step-backs and an annual goal-setting process where we use the feedback we've collected to adjust our strategies and plans. We also hold weekly regional leadership team meetings and all-staff meetings to share feedback and adjust plans in a timely manner as appropriate. Over the long term, we utilize this feedback to inform programmatic vision and goals.

Budget/Cost Effectiveness

Cost Effectiveness: TFA-MKE requests 160 full-time member slots at \$1,330/MSY through a professional corps fixed amount grant. TFA-MKE has reduced its cost per MSY from year 2 to year 3 from from \$1,800/MSY to \$1,340/MSY in our current grant cycle and now will reduce its cost to \$1,330/MSY. TFA-MKE requests a professional corps grant to support the added staff capacity our particular TFA region uses to increase the direct support and retention of our AmeriCorps members. This added capacity has proven to enable our ability to increase student achievement in our classrooms.

Our program design is a particularly cost effective model for increasing student achievement. First, we provide low-income schools with a national pool of pre-screened talent they would not reach otherwise. Second, our administrative costs are substantially less than those of organizations engaged in similar activities. For example, the Peace Corps' cost per member to recruit, select, train and support is over \$67,000, while those same activities cost TFA \$40,270. Our recruitment costs are less than \$4,000 per CM -- much lower than recruiting a McKinsey first year associate (\$35,000) or an army recruit (\$22,898). Third, 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., 2000. The Results of the Tennessee Class Size Experiment. Improving Student Achievement, RAND Corporation; Rivkin, S., Hanushek, E, & Kain, J., 2005).

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TFA-MKE's 2015 budget is projected to be \$4,400,000. To meet the demand for corps members, TFA-MKE has successfully increased and met our fundraising goals in each of the last five years. Our approach to fundraising centers on developing personal connections between our supporters and the AC members and students they impact. We regularly meet one-on-one with our donors and prospective supporters to invest them in our theory of change and record of success. We set up many personalized group events to give supporters and prospective supporters the chance to meet AC members and get a first-hand look at their classrooms in action.

TFA-MKE also has a regional advisory board of directors who are deeply involved in our local fundraising. Our board members have already committed more than \$200,000 in personal contributions towards our 2015 budget and are creating a targeted committee of local TFA-MKE supporters to lead a campaign to meet our 2015 funding needs.

Budget Adequacy: TFA-MKE's budget supports our program and reflects our priorities. 78% percent of the budget is spent on costs related to recruiting, selecting, training, and supporting our CMs -- our key program activities. In particular, TFA-MKE works to maintain a low CM to MTLTD ratio, which has resulted in one of the highest CM retention rates and student performance results in the nation. Our low CM to MTLTD ratio means that TFA-MKE has hired more personnel to support our CMs, and is a key factor in determining our cost per MSY. Another additional 12% 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.

TFA-MKE's regional board is comprised of community leaders who serve as committed advisors for our work. Our local board ensures our work in the community has a diverse base of support, and they utilize their networks of influence to build support for our work. In FY14, we plan to raise \$3.8 million to fund our proposed \$3.49 million operating budget and our required reserve contribution (\$300,000). \$2.3 million has been committed for the year and we are confident we will raise the

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remaining funds by renewing at least 80% of our current donors' gifts and expanding our funding base -- particularly in our corporate funding portfolio, which will support 34% of our funding goal.

Foundations: In FY 2013, we raised \$1.37 million from foundations in Milwaukee. We continue to prioritize renewing and deepening our partnerships with the Kern and Walton Family Foundations while also expanding our network of outside of the state with gifts from both the Perkins Malo Hunter and the TCF Foundations. **Corporations:** Last year, we raised nearly \$700,000 from corporations. Many of these gifts stem from the work of our board of directors who utilized their networks to expand our reach in the corporate community to business like Rockwell Automation and the Marcus Corporation. **Individuals:** In FY 2013, we raised \$90,000 from individuals. We work to steward these donors through special events. **Public:** In FY13, we were granted \$156,000 in public funds in Milwaukee through our state AC grant. Additionally, we obtained support in the Governor's budget for FY14 and FY15.

We are confident we will be able to raise the total program costs. In fact, TFA is recognized by outside groups for its efficiency. In 2009 Worth Magazine named TFA one of the 10 most cost effective charities in the country.

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 anticipate 160 AmeriCorps members (CMs) exhibiting characteristics that are predictive of success in high-needs schools in Milwaukee. 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

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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: CMs 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 160 CMs and the results will be analyzed to assess whether TFA's various training and support mechanisms successfully prepared CMs to teach in high-needs schools.

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

Medium-Term Expected Outcome: Although the majority of TFA CMs enter the classroom without a background in education, through intensive training and ongoing support, they become effective teachers who impact student achievement. Based on historical data records of TFA's success in Maryland and the comprehensive training and support afforded to CMs, we expect to see CMs 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 CMs have a positive impact on student achievement?

Evaluation Methodology: TFA tracks the progress of its CMs 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 CMs meet subject and grade level-specific benchmarks. Effectiveness will be measured in terms of student academic gains produced by the CM

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by the end of the school year. A second evaluation method that will be employed to measure the effectiveness of TFA CMs 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 CMs working in their school include were asked about CMs' impact on student achievement in comparison to other teachers, both novice and experienced. The principals' insights provide an additional measure of CM effectiveness in the classroom.

Implementation of Evaluation Results: By analyzing the student achievement data for all CMs and reviewing principals' ratings of CM 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 CMs 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 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

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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

Date of Response: 4/9/2014

A. BUDGET

1. The budget has been adjusted to reflect 145 MSYs at \$800/MSY. This section has been updated. The adjustment in MSYs reflects the anticipated number of new and returning corps members next year.

a. The performance measure targets have been adjusted to reflect the revised MSYs. This section has been updated.

b. The Executive Summary has been revised to reflect these changes.

B. PROGRAMMATIC

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

C. PERFORMANCE MEASURES

1. 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 ED2.

In Milwaukee Public Schools District (MPS), over 80% of students qualify for free and reduced-price lunch, only 14% of students score proficient/advanced in reading across all grade levels, and the average ACT composite score is 15.9. On average, to be considered for college admission, students must score at least 19. Currently, the life prospects of children growing up in Milwaukee's low-income

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areas are devastatingly limited.

As a result, all TFA-Milwaukee corps member 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-Milwaukee 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-Milwaukee currently places in, all have over 80% of students receiving free and reduced priced lunches.

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

-Of the 7,748 students counted for ED2, 4,000 will be measured for gains in literacy and/or math toward the ED5 outcome.

The ED5 outcome is for all corps members teaching in literacy and/or math.

- Teach For America's uses an internal system, Student Achievement Measurement System (SAMS), to track student academic progress. SAMS is not an assessment itself, but rather a system we use to aggregate results across all of the assessments that our corps members administer. Milwaukee uses this system in alignment with TFA's national data collection policies. Because the organization's corps members are working in 46 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.

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

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staff recommend assessments to corps members for use in common subjects and grades.

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

- The performance measure MSY fields have been updated to reflect .01 MSY for the Teacher Corps objective and fields and 144.99 MSY for the K-12 objective and fields.

- ED5 academic improvement is appropriate to grade levels and assessments are acceptable to partner schools.

3. The number of MSY on the focus area section has been revised per instructions so that 0.01 MSY are allocated to Teacher Corps and 144.99 MSY are allocated to K-12 Success.

The performance measure section in eGrants has been updated.

D. STRATEGIC ENGAGEMENT SLOTS

1. TFA is committed to providing equal access and opportunities to candidates with legally recognizable disabilities, and prohibits discrimination on the basis of disability in the application process in accordance with the Americans with Disabilities Act and similar state laws. We will make our best effort to provide reasonable accommodations for our differently-abled applicants at every stage of the application process. Disclosing a disability or requesting a need for accommodations is a separate and distinct process from admissions and will have absolutely no bearing on a candidate's application status. To further demonstrate our commitment to recruiting and accommodating members with disabilities, TFA has a Disabilities Accommodations Officer who is responsible for ensuring that a qualified individual with disabilities can be a part of our movement. TFA is committed to providing reasonable accommodations to differently-abled corps members through the application process and in the training we provide during the corps experience. As a professional corps, TFA does not have the ultimate hiring authority. However, we do have targeted recruitment campaigns to ensure core diversity and an inclusive selection and recruitment process. Our recruitment team does meet with disability offices at numerous colleges and universities throughout the country.

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

E. NO-COST MSYs - N/A

F. PROFESSIONAL CORPS

1. As a professional corps program, TFA AmeriCorps members are paid staff. Therefore, our corps members are not displacing paid staff, but are filling vacancies that are opened to the general public and that the district is interested in hiring qualified persons to fill. In districts where there are collective bargaining agreements in place, these agreements govern the ways in which districts hire new teachers, including TFA teachers. Because TFA works with school and district leadership to fill new and vacant positions through the district's routine hiring processes, our teachers operate within the structures set up by the collective bargaining agreement. We do not receive any special hiring arrangement beyond those permissible by 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 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.

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 believe our corps members are the

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most qualified and for the vacant teaching position.

4. Wisconsin is home to the nation's largest race-based achievement gap. Whether measured by graduation rates or reading scores - no state has a larger chasm between white students and students of color. Reading scores for Wisconsin's African-American fourth graders trail those of their racial peers in every other state and the District of Columbia. Only 9 percent of African-American fourth graders performed at a level considered proficient - the same low percentage of the state's eighth-grade African-American students tested at a proficient level. These disparities are amplified in Milwaukee where 40 percent of Milwaukee children grow up in poverty and over 80 percent are children of color. Today, less than 40 percent of Milwaukee tenth graders are proficient in reading and less than one third are proficient in math. Of the 20 percent of Milwaukee students who enroll in any form of post-secondary education, 80 percent must enroll in remedial courses.

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. Milwaukee recently set out to hire 700 new teachers to replace retiring teachers, and the district's demand for TFA corps members currently outweighs supply by almost 2 to 1. The persistent teacher shortages across math, science, bilingual, special education, and early childhood education in Milwaukee Public Schools have resulted in a varied placement landscape for TFA AmeriCorps members in the city (Milwaukee Public Schools Human Resources). At the start of the 2013-14 school year, Milwaukee Public Schools (MPS) had over 50 teacher vacancies in high-need subjects such as math, science, bilingual, special education, and early childhood education; many of these positions remained vacant well into the school year, taught by long-term subs. The majority of our corps members are placed in these high-need subjects.

Second, we provide low-income schools access to a national pipeline of candidates commensurate to those teaching in the world's top performing school systems who 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

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

Continuation Changes

N/A

Grant Characteristics