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Executive Summary

TNTP's teachNOLA program will have 110 AmeriCorps members who will be trained to become full-time teachers in high-need Orleans Parish, East Baton Rouge Parish and Jefferson Parish schools in Louisiana. At the end of the first program year, the AmeriCorps members will be responsible for leading over 3,465 economically-disadvantaged students to academic success in critical shortage subject areas such as math, science and special education. This program will address the CNCS focus area of Education by improving the educational outcomes of economically disadvantaged students in low achieving elementary, middle and high schools. The CNCS investment of \$56,650 will be combined with other sources of \$910,000 in public funding and \$331,000 in private funding.

Rationale and Approach/Program Design

THE PROBLEM: MINORITY CHILDREN IN LOUISIANA FACE CRITICAL ISSUES THAT THREATEN THEIR DEVELOPMENT

Eight years after devastating Hurricane Katrina, many parts of the affected region still remain gripped by poverty that was exacerbated by the storm's trauma. According to a 2012 study by the Annie E. Casey Foundation, Louisiana is one of five states with the highest amount of children living in a critical form of poverty called "concentrated poverty." Areas of concentrated poverty, as defined by communities with poverty rates of 30 percent or more, produce an environment that actually threatens a child's healthy growth and development. Furthermore, as illustrated below, a great number of the students we serve in Louisiana are considered economically disadvantaged as defined by their eligibility for free or reduced price lunch:

*In Orleans Parish our students are 85 percent economically disadvantaged

*In Jefferson Parish our students are 78 percent economically disadvantaged

*In East Baton Rouge Parish our students are an alarming 99 percent economically disadvantaged

Each of these areas has high percentages of minority students, too--in both Orleans Parish and the Recovery School District in East Baton Rouge, minorities exceed over 90 percent while Jefferson Parish has 70 percent. For these minority students living in extreme poverty, critical resources such as quality medical care, safe outdoor spaces, and high-performing schools are too often out of reach.

Like these students, schools in and around New Orleans face some of the most daunting challenges in the nation. The Cowen Institute's 2013 State of Public Education in New Orleans highlights that the decentralization of the public school system has resulted in a lack of general oversight, long-term planning and much-needed support for teacher development. As a result, some students with special

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needs are falling between the cracks and test results in critical subject areas show room for improvement, especially for minorities. For example, on the 2013 Louisiana Educational Assessment Program, large percentages of students are scoring at the lowest levels:

* In the Recovery School District in Orleans Parish, 53 percent of 8th grade science students tested "approaching basic" or "unsatisfactory "

* In Jefferson Parish, 40 percent of 8th grade science students tested "approaching basic" or "unsatisfactory "

* In the Recovery School District in East Baton Rouge Parish, 57 percent of 8th grade English students tested "approaching basic" or "unsatisfactory"

Moreover, while African American students represent the largest racial group in the districts listed above, test passage rates persistently lag behind peers of other races. This gap betrays the promise of quality education for all. Minority students are at risk of falling even further behind their peers as Louisiana joins 45 other states and the District of Columbia in adopting the much more rigorous Common Core State Standards. While these standards and related assessments are designed to ensure students have a deep command of content needed to be successful in college and the workforce, few teachers have been adequately prepared for the shift. Recently, Louisiana's State Board of Elementary and Secondary Education approved to delay many of the teacher consequences of not meeting Common Core benchmarks due to overwhelming concerns from teachers about preparedness.

Though Louisiana has been a magnet for reform-minded school leaders and educators, with its grave need and legislation that is supportive of alternative route teacher preparation programs, school leaders and systems cannot reform themselves without well-prepared teachers. Several studies have shown that teacher effectiveness -- not class size, not curriculum, not facilities -- is the single most important school-based factor influencing student achievement (Hanushek, Kain, & Rivkin, 2001; Sanders & Horn, 1994; Wright, Horn & Sanders, 1997; Gordon, Kane & Staiger, 2006). Students fortunate enough to have an effective teacher for three consecutive years can score as many as 50 percentile points higher than a comparable peer with three ineffective teachers (Sanders & Rivers, 1996). Those 50 points represent a life-altering change, but recent research shows that even a single year with a highly effective teacher can have a lifelong impact on students, boosting college attendance rates and future earnings, and even reducing the likelihood that they will become teenage parents (Chetty, Friedman and Rockoff, 2012).

However, research also shows schools serving economically disadvantaged and minority students are far less likely to be staffed with effective teachers (National Center for Educational Evaluation and

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Regional Assistance, 2011). In Louisiana, The US Dept. of Ed.'s 2013 Teacher Shortage Areas lists mathematics, science and special education among the greatest needs. To make matters worse, districts are faced with filling critical vacancies at a time when the number of teachers retiring has spiked by over 25 percent, according to the Teachers Retirement System of Louisiana (2013). Access to great teachers should not be a matter of chance, and it certainly shouldn't be determined by students' zip code or socio-economic background.

THE SOLUTION: PLACE OUTSTANDING AMERICORPS TEACHERS IN CLASSROOMS TO FILL CRITICAL SUBJECT VACANCIES

Fortunately, despite obstacles of any kind, we know all students in Louisiana can achieve academic success when they have an outstanding teacher in the classroom. This has been proven by recent headlines touting the impressive gains made by students in New Orleans--the largest growth the state has seen over the last six years. In his letter of support for this grant proposal, The Recovery School District (RSD) Superintendent, Patrick Dobard had this to say about The New Teacher Project (TNTP)'s teachNOLA fellows, "I am confident that these teachers have contributed to the dramatic growth of student achievement in RSD over the past six years. During that time, the percentage of students performing at grade level has more than doubled". TNTP's teachNOLA fellows have been part of this exciting trajectory, but we cannot let up now, when there is still much work to be done.

With AmeriCorps support, TNTP promote the true impact of service to this country. TNTP was formed in 1997 with the aim of giving poor and minority students equal access to effective teachers. Through alternative route programs like teachNOLA that recruit, select and train quality candidates and teacher certification programs like TNTP Academy-Louisiana which trains and certifies the most talented teachers from teachNOLA and Teach for America, TNTP is on the forefront of education reform. Annually, our partners look to teachNOLA to supply teachers who contribute to the solution. In fact, this year we will place 43 percent more Fellows in Louisiana classrooms than the year prior. AmeriCorps funding will work with TNTP's strong program model to do what no education reform organization in Louisiana can do alone--supply the human capital to not only fill vacancies, but provide outstanding teachers that work exclusively to close the achievement gap and are committed to the profession beyond their term of service. TNTP is applying under the Tier II Education priority to place 110 AmeriCorps members in Orleans Parish, Jefferson Parish and East Baton Rouge Parish in the 2014-15 school year through teachNOLA.

THEORY OF CHANGE AND LOGIC MODEL EXPLANATION

TNTP is obsessed with training the best teachers--our main goal is to execute a training model that

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prepares great teachers that demonstrate they can help kids succeed in school. TNTP has the only teacher training and certification programs in the country that require alternative-route teachers to show evidence of effective teaching throughout the school year in order to be recommended for full state teacher certification. As such, the theory of change for teachNOLA is a simple, yet evidence-based premise:

- *High quality candidates with academic and professional backgrounds that make them suited to teach Louisiana's shortage subjects in high-need schools are recruited and selected to join teachNOLA;

- *Teacher candidates receive outstanding pre-service training that equips them with fundamental skills to be strong AmeriCorps teachers from day one and receive rigorous ongoing teacher training through TNTP Academy to rapidly improve upon fundamental skills throughout their first year in the classroom;

- *Ultimately, AmeriCorps teachers are highly trained and equipped to demonstrate they can move student achievement in their classrooms.

Randy Edwards is just one excellent example of how our theory of change prepares teachers who demonstrate they can help kids succeed in the classroom. Prior to being recruited to teachNOLA in 2012, Randy, an African-American male with roots in Louisiana, earned a degree in business administration and worked as a Youth Development Specialist with the Boys and Girls Club. After successfully passing teachNOLA's rigorous pre-service training, Randy began teaching ninth grade algebra at RSD-Baton Rouge's Istrouma High School, a School Improvement Grant (SIG) school with some of the state's highest needs in terms of indicators of poverty and student achievement.

Randy was named Teacher of the Year in his first year of teaching. He attributes his success as a teacher to the training and coaching received through teachNOLA and TNTP Academy: "I love when my coach comes to my classroom. He models, I practice, and we bounce feedback off each other in real time." Randy is on track to meet the long-term outcome we hope for all of our AmeriCorps teachers-- TNTP's preparation model increases the number of great teachers who demonstrate they can make a lifetime of difference for disadvantaged students. Randy has already made a positive impact on student learning: Before Randy started, only 27 percent of Istrouma students passed the Algebra 1 end-of-course test; however, 73 percent of his students passed in 2013 with 33 percent reaching a higher mastery level than the year prior. Like all participants who are attracted to our program to make teaching a career change and not a temporary commitment, Randy is now a second year teacher at Istrouma High School.

|INPUTS: AMERICORPS MEMBERS|

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TNTP will place 110 full-time AmeriCorps members in 70 to 100 high-poverty K-12 schools in New Orleans, Jefferson Parish, and Baton Rouge. As CNCS professional corps program, members will earn a regular teacher salary and benefits from their employing district.

|ACTIVITIES: MEMBERS TRAIN TO BECOME EFFECTIVE TEACHERS|

Members work as full-time teachers and spend 8 hours a day, 5 days a week, for approximately 180 days a year (average school year) providing instruction to students. They spend an additional 3 hours per day on lesson planning, grading and preparation. Simultaneously, members participate in ongoing training on evenings and weekends to strengthen their work in the classroom. This training comprises of at least 42 hours of courses through TNTP Academy and 20-30 hours of coaching debriefs. In all aspects of training, teacher development is monitored using TNTP's Assessment of Classroom Effectiveness (ACE) Instructional Framework. The ACE Framework is used by teachNOLA staff to describe and assess teacher performance across three domains--Instruction, Culture, and Planning. The training activities are described below:

PRE-SERVICE TRAINING: A FAST START TO MASTER FUNDAMENTAL SKILLS

Research shows that early teacher performance is the strongest predictor of eventual success, and new teachers rarely overcome a weak start (Boyd et al., 2009; Grossman, et al., 2000). With this in mind, TNTP designed a training program called Fast Start, a groundbreaking approach to how we train and develop members based on years of analysis on thousands of teachers. During pre-service training, members focus on the mastery of a small number of high-impact, teaching skills on the ACE Framework that are prerequisites for success, allowing them to move rapidly toward development of more complex skills during the school year. The four Fast Start skills are: 1) Communicating academic material clearly 2) Maintaining high academic expectations by ensuring full student engagement at all times 3) Maintaining a classroom where student behavior is positive, respectful, and productive and 4) Maximizing instructional time.

Fast Start is based on the techniques of Teach Like a Champion, the acclaimed book written by Doug Lemov that highlights skills and strategies proven to help teachers raise achievement, especially in high-need schools. These techniques were developed through Lemov's extensive work with Uncommon Schools, an organization that researched and collected the best practices of great teachers used in high-need communities across the country. There is strong evidence that these techniques helped raise student achievement. In an Uncommon school in Troy, NY where the techniques are embedded in the school culture, 87 percent of middle schoolers were proficient or above on the 2011 New York state math exam, compared to a district average of just 36 percent. On the state's language

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arts exam, 51 percent of middle schoolers were proficient or above compared to a district average of 32 percent.

TNTP collaborates closely with Doug Lemov and Uncommon Schools in order integrate the Teach Like a Champion techniques into our practice-based training and support model. Our teachers repeatedly practice these techniques with both students and adults until they are able to habitually integrate them into their classroom instruction. Only teachers who demonstrate proficiency in the Fast Start skills during pre-service training are eligible to teach in the fall and enroll in AmeriCorps. ***YEAR LONG, ONGOING TRAINING: ENSURING TEACHERS HAVE A POSITIVE IMPACT ON STUDENT PERFORMANCE***

***TNTP ACADEMY:** More than 1,800 teachers have been certified through the TNTP Academy-Louisiana program since it was founded as the state's first non-university teacher preparation program in 2001. In Louisiana, research has proven year after year that TNTP Academy is one of the best teacher preparation programs in the state. This research is highlighted in the "Evidence Base" section.

During TNTP Academy, members hone the skills they need for professional growth. Members participate in at least 42 hours of in-person instruction by attending seminars led by experienced teachers. Seminars focus on areas new teachers need to push their development: content-specific seminars focus on development in the teacher's subject area and pedagogy and technique seminars focus on complex Teach Like a Champion techniques.

Teacher development is assessed using the full ACE Framework and includes five additional skills not covered in pre-service training: 1) Checking for student understanding of content; 2) Responding to student learning needs 3) Building higher order thinking skills 4) Planning for ambitious goals and rigorous instruction 5) Collecting, tracking and uses data to drive instruction. Members demonstrating a positive impact on students learning, as assessed by the ACE Framework, will be recommended for certification.

***COACHING:** AmeriCorps members receive 20-30 hours a year of coaching in order to increase their effectiveness in the classroom. Research points to a positive association between coaching and teacher's performance and practice, especially for novice teachers (Allen et. al, 2011). In one study, coaches who used one-on-one coaching strategies over other types of professional development helped to more than double the rate of student growth among teachers at schools (Biancarosa et. al., 2010). TNTP believes coaching is particularly meaningful when combined with other inputs such as pre-service training and the seminar series.

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Throughout their first year, members partner with a TNTP Effectiveness Coach, a trained veteran teacher who has demonstrated excellence in the classroom. These coaches observe lessons and provide actionable feedback to individual members using innovative interventions, such as prompting the teacher to take specific actions in real-time with cue cards or signals. The use of coaches to monitor new teachers' classroom experiences distinguishes TNTP from most traditional teacher preparation programs that do little to support their graduates once they obtain their first teaching position.

|OUTPUTS & OUTCOMES|

teachNOLA's long-term outcome is to ensure that the teacher preparation model increases the number of great teachers who demonstrate they can make a lifetime of difference for disadvantaged students. Due to the rigor of the program and high expectations for our teachers, reasonable attrition is not uncommon. TNTP projects that 96 members will successfully complete the school year by meeting all AmeriCorps, teachNOLA and school district requirements. Of those members, 62 will be teaching special needs students or in in Louisiana's highest-need schools (As defined by the federal Race to the Top initiative).

To achieve the long-term outcome, teachNOLA's short-term outcome is that 100 percent of members will master the fundamental skills taught in pre-service training to start the school year strong. The middle-term outcome is that at least 85 percent of members who complete the school year will demonstrate a positive impact on student learning and meet TNTP's rigorous standards for effective teaching, ensuring 3,465 K-12 students in Louisiana schools will have better academic outcomes.

teachNOLA does not have a specific student achievement outcome as this data is often unavailable for all students depending on their grade level, subject area, or special need. For those with data, the release happens far after the AmeriCorps member service year (this data is used in large-scale studies).

Therefore, teachNOLA relies on results from the above-mentioned Assessment of Classroom Effectiveness as a fair and consistent way to measure teacher performance in the classroom.

Research from the Gates Foundation's 2010 Measures of Effective Teaching proves that the multiple measures in ACE align and correlate with student achievement data and therefore give us confidence about the decisions we make when student achievement data is unavailable.

EVIDENCE BASE

The research studies below are large-scale studies on the effectiveness of TNTP's preparation model at training outstanding teachers who demonstrate they can move student achievement. The research confirms the proposed program interventions for teachNOLA will lead to the outcomes identified in

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the theory of change and logic model.

MODERATE EVIDENCE ON TNTP ACADEMY - LOUISIANA: VALUE-ADDED TEACHER PREPARATION PROGRAM ASSESSMENT MODEL, BOARD OF REGENTS, STATE OF LOUISIANA, 2012

The study examined the effect of teacher preparation program graduates on student achievement in grades 4-9. The 2012 study provides results for 25 programs: 14 alternate route and 11 undergraduate programs. The study included 371 TNTP-trained teachers. Controlling for student past performance and school environment, the model shows how much teachers certified by each program contribute to student learning in five subjects. Programs are assigned performance levels based on the effectiveness of their teachers in the subjects.

For five straight years, the study found that TNTP Academy prepares some of the most effective new teachers in Louisiana. The most recent replication in 2012 again showed that TNTP-trained teachers may be more effective than experienced Louisiana teachers in three core subject areas: math, science, and English language arts. TNTP earned the second-highest rating of "Effective Proficient" in four out of five subject areas; no other program (alternative-route or undergraduate) receiving scores in all five subject areas was rated higher or more consistently effective. TNTP Academy also had the highest concentration of "Highly Effective" teachers in math and social studies of 14 alternative programs statewide, and the second highest concentration in science. In math, TNTP Academy-trained teachers performed especially well; the positive impact on student learning may even outweigh the effects of poverty. Of the 122 included in the study, 33 percent of math teachers were rated "Effective Proficient," with 39 percent rated "Highly Effective." No other alternate route or undergraduate program had a higher percentage rated "highly effective."

STRONG EVIDENCE ON TNTP-TRAINED MATH TEACHERS: THE EFFECTIVENESS OF SECONDARY MATH TEACHERS FROM TEACH FOR AMERICA AND THE TEACHING FELLOWS PROGRAMS, MATHEMATICA, 2013

The recently-published Mathematica study represents the gold-standard for research. This was the first large-scale, random assignment study of secondary math teachers that included TNTP's Teaching Fellows programs like teachNOLA. For this study, Mathematica matched 153 Fellows who taught 4,116 students in 44 schools, 9 districts, and 8 states with comparison teachers. At the middle school level, they evaluated effectiveness using state-standardized test scores and at the high school level, they administered subject-specific assessments from the Northwest Evaluation Association at the end of the school year. They also collected a host of descriptive data, like demographics, levels of

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experience, Praxis II scores, and teacher surveys.

On average, Fellows were as effective as comparison teachers and more effective than certain groups. Novice Fellows (teachers with three years or less experience) were significantly more effective than the novice teachers in the comparison group and these differences accounted for roughly 4.5 months of learning. Fellows were also significantly more effective than their peers from less selective alternate route programs. And experienced Fellows (those with more than three years of experience) were as effective as their experienced peers.

MEMBER TRAINING

***PRE-SERVICE TRAINING & INITIAL MEMBER ORIENTATION, JULY 2014- AUGUST 2014:** Members participate in teachNOLA's 5-week summer training that takes place in partner Louisiana public schools. Led by teachNOLA staff, the intensive training demands hundreds of hours of focused effort revolving around two major components. First, 25 skill-building sessions, led by veteran teachers with a track record of improving student achievement, instruct new teachers on the Teach Like a Champion techniques. Second, summer school teaching experience, overseen by TNTP's Effectiveness Coaches give rookie teachers the authentic chance to apply newly learned teaching skills. The TNTP AmeriCorps Program staff also deliver the initial AmeriCorps Orientation to members during pre-service training. This session covers the following topics: 1) Introduction to AmeriCorps 2) AmeriCorps Benefits 3) Steps to AmeriCorps Enrollment 4) Prohibited Activities and 5) AmeriCorps Resources. Members receive a workshop packet and a list of the prohibited activities.

***TNTP ACADEMY & ONGOING COACHING, SEPTEMBER 2013 through JUNE 2014:** Led by teachNOLA staff, Members attend TNTP Academy seminars to strengthen their skills as teachers and earn their certification on weeknights and weekends. In addition to the four observations and coaching sessions to improve classroom practice led by Effectiveness Coaches (role described in the "Theory of Change" section), members focus on two additional components during Academy. First, Nine Content Seminars sharply focus on pedagogy and student learning in specific subjects areas and are led by master teachers. Second, Members participate in four technique seminars where they internalize complex Teach Like a Champion techniques aligned to the skills in the ACE Framework.

***IN-SERVICE TRAINING, OCTOBER 2014 & ONGOING AMERICORPS MEMBER DEVELOPMENT:** The TNTP AmeriCorps Program staff leads all in-service training that help members fulfill the AmeriCorps mission. Members complete two modules of in-service training in the fall on The AmeriCorps Experience and Service Learning and Volunteerism. The AmeriCorps Experience covers the following topics: 1) The Mission of AmeriCorps 2) Service Year Requirements

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3) The Education Award and 4) Prohibited Activities for Members and Volunteers. In the second module, members review case studies and best practices for incorporating service learning and volunteerism into the classroom. After each module, members receive workshop packets which include links to the AmeriCorps website and service learning and volunteerism resources. Training doesn't end there. Throughout the year, Members also receive member development through email, newsletters and social media designed to connect them to national CNCS opportunities and resources that align with the AmeriCorps experience.

PLAN FOR SUPERVISING MEMBERS & TIMEKEEPING WAIVER

Members will have a dual supervision and support system to ensure they value their AmeriCorps experience and provide their students with rigorous instruction. Centrally, the TNTP AmeriCorps Program staff supervises the service experience and ensures compliance from all members. At the operating site, the Site Manager and Effectiveness Coaches supervise members in the classroom and during TNTP Academy Supervisors meet on a monthly basis to discuss individual member performance and devise strategies to support member development. Due to space constraints, more information about these roles is found in the "Organizational Capacity" section.

Consistent with TNTP's national CNCS grant, TNTP will request a timekeeping waiver for teachNOLA. As a Professional Corps program members are hired in public schools as full-time, salaried, employees and are subject to the same attendance and timekeeping procedures of their profession. Through a combination of classroom teaching, planning, required professional development and certification courses surpasses the minimum 1,700 hour requirement for full-time AmeriCorps members. teachNOLA staff will use HR records and track member service completion through its TeacherTrack program, which records enrollment and TNTP Academy attendance. The TNTP AmeriCorps Program staff will monitor member status in TeacherTrack and will ask the teachNOLA staff to certify the school year completion at the end of the year.

COMMITMENT TO AMERICORPS

TNTP is committed to furthering the AmeriCorps brand and identification. Members will receive an "AmeriCorps Works Here" sign to hang prominently in their classrooms and a lapel pin to place on the name badge they wear daily so that visitors and students are aware of their AmeriCorps affiliation. Members complete a required training that covers The AmeriCorps pledge, The AmeriCorps elevator speech, and key AmeriCorps initiatives for the year. During training, we will model an exemplar elevator speech to give members a template to create their own. In addition to the above, we purchase AmeriCorps co-branded items such as t-shirts and water bottles for members. The

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teachNOLA website will have prominent AmeriCorps messaging as will the Facebook page that provides current members and alumni with opportunities to engage with CNCS initiatives.

Organizational Capability

ORGANIZATION HISTORY

TNTP is a national non-profit organization working to end educational inequality by ensuring that all students get excellent teachers. Founded by teachers and inspired by the power of great teaching to change lives, we help schools, districts and states grow great teachers, manage their teaching talent strategically, and build systems that prioritize effective teaching in every classroom. Since 1997, we have recruited or trained nearly 50,000 teachers for high-need schools, catalyzed large-scale reform through acclaimed studies such as *The Irreplaceables* (2012), pioneered next-generation teacher evaluation and development systems, and launched one of the nation's premiere awards for excellent teaching, the Fishman Prize for Superlative Classroom Practice. Today TNTP is active in more than 25 cities.

STAFFING AND STRUCTURE

Included with this proposal is an abbreviated version of TNTP's organizational chart that highlights the key staff that oversee teachNOLA, TNTP Academy-Louisiana and AmeriCorps grant management for the entire organization. TNTP is a diverse team of over 300 education experts, more than half of them former teachers, school leaders, and district leaders. TNTP's CEO, Ariela Rozman, and President, Timothy Daly, work closely with the organization's 15-member Leadership Team to manage existing programs and develop new services that further the organization's mission.

TNTP's national network and support model allow it to direct resources and assistance to AmeriCorps operating sites fluidly, guaranteeing each site gets the support they need. Two teams work directly with AmeriCorps members:

- TNTP AmeriCorps Program. Housed under TNTP's Partnerships & Research department, the TNTP AmeriCorps program works side by side with the organization's experts in development, fundraising, and federal grants management. Along with grants from CNCS, the department manages over 40 million dollars in grants from the US Dept. of Ed. Led by Tamara Brown, who is supported by part-time staff, the TNTP AmeriCorps Program team oversees all grant management, technical assistance, monitoring of compliance and performance measures for 800 AmeriCorps members nationally. In order to monitor the AmeriCorps program, the team maintains close communication with individual Site Managers and every AmeriCorps member.

- The teachNOLA staff. teachNOLA is housed under the New Teacher Effectiveness department which

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is home to all of TNTP's Teaching Fellows and TNTP Academy programs across the country. teachNOLA has two Site Managers that are key to AmeriCorps execution--Celena Siprajim manages program operations, school district relationships and works with leadership to meet performance goals, including recruiting the target number of AmeriCorps members. Nicole Bono oversees the instruction and training of all members, including executing the vision for pre-service training and TNTP Academy. The teachNOLA Site Managers work with the TNTP AmeriCorps team to supervise members, create a positive experience, and ensure the program is in full compliance with the grant.

TNTP has successfully executed over 3.2 million dollars of AmeriCorps grants under this staffing structure with a successful track record of meeting performance, compliance, reporting and recordkeeping requirements in accordance with these grants.

NOTE ON LETTERS OF COMMUNITY SUPPORT

The letters of support note 135 AmeriCorps will be recruited in Louisiana. Since then, we have modified our AmeriCorps recruitment target to 110 members to factor in potential ineligibility.

COMPLIANCE WITH RULES AND REGULATIONS

The TNTP AmeriCorps Program staff applies the most recent AmeriCorps regulations to all AmeriCorps grants awarded to TNTP. This includes: the execution of exiting and enrollment members within 30 days; completing on-time reports to CNCS; ensuring criminal background checks, eligibility and member agreements are completed and documented; adherence with prohibited activities; and that each member has a mid-year and end-of-year evaluation. In accordance with AmeriCorps policy, TNTP has developed systems and processes to maintain password-protected electronic and hard copy member records and monitor member participation.

PROHIBITED ACTIVITIES

TNTP's policy is that all AmeriCorps operating site employees are required to attend AmeriCorps compliance training each spring. Employees are trained to recognize if prohibited activities are conducted by members or their volunteers and the proper interventions to cease activity. As described in the "Member Training" section, members are highly trained in prohibited activity compliance. Furthermore, the AmeriCorps Program Associate will respond to any inquiries from members on specific prohibited activity scenarios to ensure they are avoided during their service.

CRIMINAL BACKGROUND CHECKS

As a current national grantee, TNTP has developed a process to ensure that all grant-funded staff complete both criminal background checks and a sex offender check. Likewise, all AmeriCorps members undergo all three background checks required by CNCS since they have access to vulnerable

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populations. Under our approved Alternate Search Protocol (ASP), sex offender checks are conducted on all Teaching Fellows who begin summer training. Our ASP also allows us to use the background checks conducted by school districts in which our members are employed provided they meet the requirements of CNCS. If approved for a Louisiana State Competitive grant, we would submit a request for a similar ASP.

PREVENTION, DETECTION & ASSESSMENT OF RISK

The TNTP AmeriCorps Program takes accountability for the adherence to all CNCS policies and makes immediate corrective actions if issues arise. To prevent and detect risk and non-compliance, the AmeriCorps Manager proactively makes periodic site monitoring visits and completes desk reviews on operating sites. If approved for a Louisiana State Competitive grant, teachNOLA will receive the same high-level of oversight.

PAST PERFORMANCE

As a new applicant for the Louisiana State Grant, we are not required to complete this section. However, last year TNTP met or exceeded all performance measures for our AmeriCorps grant that covers 755 members nationwide.

CONTINUOUS IMPROVEMENT

Each summer, the TNTP AmeriCorps Manager conducts an annual debrief and reflection on all awarded AmeriCorps national and state grants. Using qualitative and quantitative data and feedback collected from members, program staff, principals and other internal and external stakeholders, the information is compiled into a presentation that is used improve the next year of grant administration. The reflection assesses the program in four main areas: goals and performance measures; alignment with AmeriCorps priorities and regulations; alignment with TNTP's mission and vision; and execution of grant management. The key takeaways from the reflection are either made into policies or new task items on the grant administration work plan.

Budget/Cost Effectiveness

MSY AND COST EFFECTIVENESS

TNTP is requesting far below the maximum cost per MSY for a fixed-amount Education Award Program. TNTP respectfully requests 110 full-time awards, with a cost per MSY at \$515. This MSY is only 64 percent of the maximum award for fixed-amount EAPs (\$800). According to data available on CNCS' Results of Grant Competitions page, in previous years TNTP has maintained a significantly lower cost per MSY compared to other CNCS funded teacher corps programs.

TNTP is a fixed-amount grantee; we are applying for this level of grant funding in order to

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administer the AmeriCorps program and subsidize central support costs to ensure our models and services are high-quality. We use other resources (described below) to fund the majority of our program costs. As a fixed amount grantee, TNTP is not required to submit a detailed budget or describe plans for securing match funds.

TNTP is able to keep a cost-effective budget because teachNOLA is partially funded by TNTP Academy tuition (paid out-of-pocket by participants) and partner district fees. This funding structure engages district leadership and staff in the execution of the program, literally investing them in the outcome of their efforts. Partner school districts provide funds for program operations, office space and personnel. These funds allow us to expand the reach of our efforts, grow the size of our program, and engage community members in the improvement of public education. In addition to teachNOLA Fellows, Teach for America and Teach Baton Rouge participants pay tuition to obtain their certification through TNTP Academy. The combination of district funding, TNTP Academy tuition and AmeriCorps support represents a sustainable financial model that can ensure our programs affect schools and children in positive and enduring ways.

BUDGET ADEQUACY TO SUPPORT PROGRAM DESIGN AND ACTIVITIES

Based on TNTP's years of experience structuring and funding a central support team (e.g. technology, research, fellow recruitment, etc.) to manage the programming for all of our sites as well as our experience managing previous AmeriCorps and government grants, we have a strong understanding of what will be required to administer this AmeriCorps grant request. We are constantly seeking new ways to lower central administrative costs in order to maximize funding that can be applied to increase the quality of our programs.

As mentioned above, TNTP is applying as a fixed-amount grantee and is therefore not required to submit a detailed budget or describe plans for securing match funds. However, TNTP's budget for teachNOLA is clear, reasonable and aligns with the program narrative and design. TNTP has allotted \$1,241,000 to execute teachNOLA program for 2014-15. AmeriCorps funding of \$56,650 would represent 4.6 percent of the budget for teachNOLA. The AmeriCorps state grant in Louisiana grant will directly fund: 1) AmeriCorps operations (program oversight travel, trainings, criminal history checks, administration, etc.) and a portion of the salary for AmeriCorps staff that oversee the management of AmeriCorps funds and policies for teachNOLA, 2)resources to operating sites (training materials, AmeriCorps gear, etc.), and 3)central functions (technology fees for the member tracking system, national recruitment costs, etc.), that take work off the sites allowing them to focus on the AmeriCorps member experience and teacher effectiveness in the classroom.

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Evaluation Summary or Plan

N/A

Amendment Justification

N/A

Clarification Summary

CLARIFICATION 4/10/2014

A. *PROGRAMMATIC CLARIFICATION*

1. GRANT START DATE: No changes

2. EXECUTIVE SUMMARY: Updated

3. TEACHER PLACEMENTS

teachNOLA is recruiting a total of 165 candidates to meet the needs of our district and charter partners in the following shortage areas: Early Childhood Education: 21; Elementary Education: 18; English (Secondary): 22; Mathematics (Secondary): 24; Sciences: 25; Spanish: 8; Special Education: 47.

Of the 165 candidates, we estimate that 110 will meet all of the eligibility requirements for participation in the AmeriCorps program (e.g. meets citizenship criteria, criminal background check criteria, did not previously serve more than two full-time terms in another AmeriCorps program, etc.). If we estimate the numbers using percentages, our member will be placed in the following subject areas: Early Childhood Education: 13%; Elementary Education: 11%; English (Secondary): 14%; Mathematics (Secondary): 15%; Sciences: 16%; Spanish: 4%; Special Education: 28%. Further, final subject area placements will not be determined until the applicant successfully completes summer training and secures a teaching position. Therefore, the numbers above represent our best estimates.

4. NON-AFFILIATION WITH TNTP'S CURRENT AMERICORPS GRANTS/NON-DUPLICATION OF SERVICES

The teachNOLA program is not currently part of TNTP's national direct grant or part of another AmeriCorps program. Every year, we consider the previous year's data to determine which program sites would benefit most from being a part of our national direct grant; we simply have far more teachers than member slots.

The teachNOLA certification program, TNTP Academy-Louisiana stands apart from all of the other

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programs in Volunteer Louisiana's portfolio. It is the only national program that requires alternative-route teachers to demonstrate evidence of effective teaching throughout the school year in order to be recommended for full state teacher certification. Only teachers who demonstrate the ability to be successful can continue teaching. Several independent studies proving the effectiveness the teachers we train in Louisiana are highlighted in the "Evidence-Base" section of the narrative.

Additional differences distinguish teachNOLA from the other AmeriCorps program in Volunteer Louisiana's portfolio:

- teachNOLA candidates intend to make a commitment to teaching over the long-run, as opposed to making teaching a temporary commitment. You will find teachNOLA alumnae serving as teachers several years after their AmeriCorps service.

- While teachNOLA accepts recent college graduates into the program, we place a premium on mid-career professionals who bring experience and significant content knowledge to teaching.

- Another way in which teachNOLA is different is in the way that we recruit heavily from the local applicant pool. In 2013, 58 percent of the 2013 cohort were already Louisiana residents.

5. CONTINUATION/RENEWAL APPLICATION

Upon further review, TNTP would like this application to be reconsidered as a Continuation/Renewal. Although we are not a current grantee in the state of Louisiana, we have received a competitive national direct AmeriCorps grant in the past five years, thereby making us a Continuation/Renewal applicant, according to the application instructions.

B. *PERFORMANCE MEASURE CLARIFICATION*

These updates have been made directly in the Performance Measures Section.

C. *STRATEGIC ENGAGEMENT SLOTS CLARIFICATION*

1. DISABILITY RECRUITMENT

The teachNOLA program does not have targeted slots for members with disabilities. teachNOLA values diversity, and does not discriminate against any qualified candidate or member on the basis of his/her disability or perceived disability. We also make reasonable accommodations for qualified individuals with disabilities as needed to participate in the program. Currently we do not specifically track data on candidates with disabilities, but we will give members the option to voluntarily provide this information via AmeriCorps survey tools to benchmark the data given CNCS' priority in this area.

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2. DISABILITY MSYs

TNTP is not requesting additional MSYs for individuals with disabilities for teachNOLA.

D. *NO-COST MSY CLARIFICATION*

TNTP is not requesting additional No-Cost MSYs for teachNOLA.

E. *PROFESSIONAL CORPS APPLICANTS CLARIFICATION*

Per the NOFO, Page 13, Professional Corps programs applying in Louisiana may apply for Competitive Fixed Amount Grants only. Each applicant may choose one of the following three options: Fixed Amount Full-Time/Less than FT serving in a FT capacity, Education Award Program (EAP) or Professional Corps.

TNTP choose the second option to apply as Professional Corps under with the EAP option given that our MSY is less than \$800 Cost/MSY and we meet the eligibility requirements outlined in the NOFO. While the EAP type of grant option did not require us to demonstrate that there are an inadequate number of professionals in the communities where the program seeks to place members, we welcome the opportunity to provide additional information on the dire need for more qualified teachers in Louisiana.

1. MEMBERS NOT PLACED IN POSITIONS RECENTLY OCCUPIED BY PAID STAFF

In 2013, 100 percent of teachNOLA participants were hired before the school year started in order to fill vacant positions. These teachers were not placed in positions that were recently occupied by paid staff. Each year, TNTP works directly with Louisiana districts and charter schools to determine the number of vacancies, by subject area and by grade level to set teachNOLA's hiring targets. In response, TNTP's teachNOLA program only recruits and trains teachers for the hard-to-staff, high-need subject areas identified by the district or charter school and where there is a demonstrated need based on past years' data

2. CERTIFICATIONS AND ASSURANCES

TNTP can confidently make the assurance that no member will be placed into a position for which a recently resigned or discharged employee has recall rights as a result of a collective bargaining

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agreement, from which a recently resigned or discharged employee was removed as a result of a reduction in force, or from which a recently resigned/discharged employee is on leave or strike. In districts that are experiencing reductions in force, TNTP teachers are hired after the district has transferred and/or re-assigned any existing or recalled teachers as stipulated by the district-teacher collective bargaining agreement. In districts where collective bargaining agreements exist, the school district has processes in place to prevent a violation of the agreement.

3. INADEQUATE APPLICANT POOL FOR TEACHER POSITIONS

Louisiana has an inadequate number of teachers to fill teaching positions in critical subject areas. The Department of Education's March 2014 Teacher Shortage Areas is a reference report to notify the nation where states and schools are looking to potentially hire educators in specific disciplines/subject areas, grade levels, and/or geographic regions. According to 34 CFR 682.210(q)(8)(vii), a teacher shortage area means an area of specific grade, subject matter or discipline classification, or a geographic area in which the Secretary of Education determines that there is an inadequate supply of elementary or secondary school teachers.

According to the report, in Louisiana, Early Childhood Education, Elementary Education, Middle and Secondary Education English, Foreign Language, Mathematics, Science, Social Studies, and Special Education are listed as the top subject areas with a need for qualified educators through 2015.

Past year's hiring trends (described in question 4 below) confirm that the demand for teachers in teacher shortage areas still exists; Louisiana schools continue to start the school year with vacancies in the critical subject areas. As a result, teachNOLA will place 43 percent more Fellows in Louisiana classrooms this year than last year.

4. INADEQUATE NUMBER OF PROFESSIONALS IN TARGET COMMUNITIES

Orleans Parish & East Baton Rouge Parish - New Orleans schools are decentralized; vacancy data does not exist. In East Baton Rouge, in the last two years we've placed less than 5% of our Fellows in that region. To answer the question, however, teachNOLA staff survey district and charter school clients throughout the year to determine the number of hard-to-staff vacancies. Our data shows that for the past two years New Orleans charters have started the school year with vacancies in almost every subject, after all teachNOLA Fellows were hired. Our partners have asked us to increase the number of Fellows we recruit and train for the 2014-15 school year.

Jefferson Parish - After hiring 25 teachNOLA Fellows for the 2013-14 school year, Jefferson Parish

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started the school year with 48 vacancies across the district including 14 special education vacancies.

ADDITIONAL CLARIFICATION 4/15/2016

1. AMERICORPS PROVIDES SERVICES IN ADDITION TO CURRENT PROGRAM

AmeriCorps will allow teachNOLA Fellows to get special training that is in addition to the current teachNOLA program.

TNTP sites who participate in AmeriCorps receive exclusive service-learning training and ongoing support for incorporating service-learning and volunteerism into their classroom. The 2013 end-of-year survey results showed that members placed a higher value on learning about service and volunteerism than receiving the actual education award. Through service-learning training provided by the TNTP AmeriCorps Program staff, members have learned how to leverage volunteers (last year, AmeriCorps members brought on average 3 volunteers into their classrooms), create lessons that respond to current events like Hurricane Sandy, and engage students in charitable service like cancer awareness and autism.

Each month members voluntarily share stories about how much the AmeriCorps experience has enhanced their first year as a teacher. Last year, members actively engaged in CNCS initiatives like MLK Day of Service and Service Impact Awards. Only through this grant will we be able to create a similar experience for teachNOLA Fellows. The presence of AmeriCorps members in over over 100 classrooms in Louisiana brings the focus on civic service directly to students. By incorporating service-learning and volunteerism into their classrooms, something that is only possible through AmeriCorps funding, AmeriCorps members introduce a new generation to the value of service.

Continuation Changes

N/A

Grant Characteristics