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Executive Summary

Teach For America -- New Mexico (TFA-NM) will have 70 AmeriCorps members (CMs) who will serve as full-time teachers for schools with a shortage of highly-qualified applicants in low-income communities in McKinley, San Juan, Cibola, Otero, and Doña Ana counties. At the end of the first program year, the AmeriCorps members will be responsible for increasing student achievement for over 4,700 students in New Mexico, an experience which will catalyze CMs' lifelong commitment to ensuring educational equity for all students. In addition, the AmeriCorps members will leverage 140 volunteers to support academic growth for students.

This program will focus on the CNCS focus area of Education. In addition to the CNCS investment of \$56,000, TFA-NM will leverage an additional \$600,000 in public funding and \$1.9 million in private funding.

Rationale and Approach/Program Design

Need: New Mexico's educational outcomes are among the worst in the nation. The Annie E. Casey Foundation's Kids Count report found that 79% of our state's 4th graders are not proficient in reading, the lowest proficiency rate in the country (2013). Education Week's 2013 "Quality Counts" report ranked New Mexico 47th in academic achievement and last in the nation in students' chances for success in life.

Within New Mexico - a state that takes pride in multiculturalism and diversity - evidence of educational inequity emerges early. By 4th grade, only 32% of Native students and 47% of Hispanic students read at or above the Basic Skill level, according to the National Assessment for Educational Progress (2013). The effects of poverty and low expectations manifest themselves in test scores and in high school and college graduation rates. With an overall high school graduation rate of 67%, New Mexico lags more than ten percentage points behind the rest of the country (U.S. Department of Education 2013). For Latino and Native students, many of whom identify as economically disadvantaged, the rates are even lower, at 59% and 56%, respectively. The impact of not graduating from high school is devastating -- dropouts face a 13% unemployment rate and earn an average annual income of \$11,426 (New Mexico Public Education Department, 2012). Unfortunately, those students who do graduate from high school are underprepared: 47% of New Mexico's recent high school graduates enroll in remediation their freshman year of college ("Remedial And Developmental Education In New Mexico's Colleges" University of New Mexico Center for Education Policy

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Research, 2011).

Rural and Native communities are disproportionately affected by inequity in New Mexico. The 2010 census found that Gallup, a city in McKinley County, is the second-poorest statistical area in the nation. In McKinley County over 13% of young adults aged 16-19 are neither in school nor are part of the labor force, compared to the national and state averages of 5% and 8%, respectively ("A Report Prepared For The UNM Gallup Healthcare Workforce Education Committee," UNMCEPR, 2013). Of the 10 poorest counties, 9 are in southern and northwest New Mexico. In these counties, Latino and Native students achieve, on average, less than 50% proficiency in 3rd grade reading; San Juan and McKinley counties in particular have the greatest number of Native students in the state who are not proficient in reading (ibid).

Educational inequity is a complex problem with multiple causes. Research demonstrates, however, that the biggest school-based factor influencing student learning is the quality of the classroom teacher, and that teacher effects on student learning are lasting ("Improving Student Learning by Supporting Quality Teaching," Education Week 2011). An inadequate number of exceptional, highly qualified teachers drives the deficit of educational opportunities for students in northwest New Mexico's Native communities and southern New Mexico's border districts. As such, an intervention that enables schools to bring effective teachers to students who need them can address this gap and impact students' achievement and life prospects.

Rural schools face constant challenges in attracting and retaining talent. Four months into the 2013-14 school year, districts in northwest and southern New Mexico reported 87 teaching vacancies: 12 vacancies in Las Cruces, 12 in Gadsden, 11 in Alamogordo, 26 in Gallup, and 26 in Central Consolidated Schools (New Mexico Regional Education Applicant Program, accessed 12/2013). 85% of these vacancies are in core subject areas which the state's Effective Teaching Task Force has identified as "critical-shortage subject areas" for rural communities ("Final Report and Recommendations of the New Mexico Effective Teaching Task Force," 2011).

Teach For America AmeriCorps Members as a Highly Effective Means to Address This Need: TFA-NM's 70 CMs will increase student achievement as the full-time teachers of record in eight districts in low-income communities with predominantly Latino and Native student populations across northwest and southern New Mexico during the 2014-15 school year. A CM's typical day will include teaching a full class schedule, lesson planning, participating in professional development, parent engagement, grading, and often leading extracurricular activities. CMs will also recruit volunteers,

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such as parents and community members, to participate in classroom activities. Collectively, CMs will impact over 4,100 low-income students who otherwise may not have a highly-qualified teacher, and TFA-NM will recruit, select, train and support CMs throughout the school year to encourage improved student outcomes.

As full-time professional corps members, TFA-NM CMs are well-suited to address the problem of educational inequity for two reasons. First, TFA-NM provides low-income rural districts with a national pool of highly qualified, talented candidates who exhibit the traits of highly effective teachers. Our CMs serve Native and Latino students in two regions with persistent teacher shortages: northwest New Mexico, including the Navajo Nation, Pueblo of Zuni, and Pueblo of Laguna, and southern New Mexico in predominantly rural border communities. Our CMs sometimes fill over 60% of core teaching vacancies in partner districts such as Gallup-McKinley County Schools, Zuni Public Schools, and Gadsden Independent School District. Second, TFA-NM's ongoing programmatic support is driven by student achievement data from classrooms. While the National Council on Teacher Quality found that no schools of education in New Mexico use student achievement outcomes to inform ongoing support (Teacher Prep Review 2013 Report), TFA-NM tracks student and teacher outcomes and uses those outcomes to provide ongoing support to teachers in their first two years.

TFA-NM is committed to recruiting diverse candidates of all backgrounds who share the qualities of effective classroom teachers. We recruit and select individuals with 8 characteristics of effective teachers, determined through an analysis of teacher traits which research shows are predictive of student academic outcomes (Dobie, "Teacher Characteristics and Student Achievement: Evidence from Teach For America", 2011). Last year TFA received over 57,000 applications, of which we selected 5,900 incoming corps members. Our regional staff places a particular emphasis on local Native and Latino recruitment; we employ staff members dedicated to Native recruitment and leverage partnerships with Native professional organizations to tap into recruits currently in the workforce. We recruit at UNM and NMSU to ensure more of our CMs reflect the background of the students they teach. Currently, 25% of our corps comes from New Mexico, 25% of our Gallup-area CMs identify as Native, and more than 60% of our CMs identify as people of color or Pell Grant recipients. We are one of the largest sources of new Native teachers for our partner districts.

AmeriCorps support is of significant importance in our commitment to diversity. AmeriCorps education awards allow us to recruit CMs from all communities, especially CMs with similar backgrounds as the students we serve. Our growing numbers of CMs from low-income backgrounds depend on the education award, loan forbearance and interest accrual payment benefits of

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AmeriCorps to make teaching an economically-viable option.

During our 12-year history in New Mexico, we have gathered evidence that our children can and do learn and achieve on an absolute scale, and that TFA-NM plays an integral role in scaling that progress. In the 2012-2013 school year, students of CMs teaching elementary grades averaged 1.4 years of growth; CMs at the secondary level averaged 1.5 years of growth in their classroom in a single year as measured by national assessments such as the DRA and NWEA, which are recognized by the NM Public Education Department (NMPED) as aligned to state standards. An independent evaluation of New Mexico principals by Policy Research Associates (2013) found that 100% of those surveyed were satisfied with their CMs, and 81% believed CMs have a greater impact on student achievement than the average beginning teacher.

CMs teach in a wide range of subjects and grade levels and achieve strong results with students in low-income areas across the state. For instance, first-year CM Megan Wedderburn led her fourth-graders in Zuni to 1.7 years of reading growth after a single semester; similarly, second-year CM Adriana Ontiveros' special education students at Gadsden High School grew over 2 years in reading in one semester. In 2011, the NMPED recognized four classrooms led by CMs for achieving among the greatest gains on the state exam. These four classrooms were the only classrooms from northwest New Mexico with significant Native student populations to receive this recognition. As further evidence of our CMs' long-term impact, alumnus Juliana Ko founded the Thoreau Community Center in response to mass teen suicides on the Navajo reservation and for this work received the 2011 CNCS National Service Impact Award. Alumnus Gavin Sosa partnered with community members to develop the first charter school on the Navajo Nation, a bilingual Navajo-English elementary school which will open in fall 2014.

Evidence-Based and Measurable Community Impact: There is a strong research base on the effectiveness of TFA CMs' impact on student achievement. Two large, well-designed and well-implemented random-assignment studies meet, without reservation, the What Works Clearinghouse Standards and validate Teach For America's logic model. A 2013 experimental study by Mathematica Policy Research, Inc. (MPR) (Clark et al., 2013) 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. This study employed a random-assignment design, considered the "gold standard" research methodology for impact evaluation. Another strong experimental study by MPR (Decker, Mayer, & Glazerman, 2004) found students of

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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.

These gold-standard experimental studies are backed by other recent, rigorous studies spanning multiple TFA regions, subject areas and grade levels. The Center for Analysis of Longitudinal Data in Education Research (Xu, Hannaway, & Taylor, 2011) found CMs to be more effective than other teachers, regardless of experience level, in a range of high school subjects using data from North Carolina. Using data from Texas, Edvance Research Inc. (Tuner et al., 2013) found students of CMs score higher in mathematics than similar students taught by novice teachers in middle schools without CMs (2013). In a 2012 study using data from the Los Angeles Unified School District, the Harvard Strategic Data Project found first-year CMs more effective than other first-year teachers in both math and reading, grades 3-9.

Statewide studies evaluating teacher preparation programs based on participants' impact on student achievement further validate TFA's logic model. In Louisiana (Noell & Gansle, 2009), North Carolina (Henry et al., 2013), and Tennessee (Tennessee Higher Education Commission, THEC, 2013), TFA ranks consistently among the most effective teacher preparation programs, developing CMs who are among the strongest new teachers with the greatest impact on student achievement over the course of multiple years. The Louisiana and North Carolina studies include student achievement results from rural placement sites which face challenges related to poverty and teacher recruitment similar to our sites in New Mexico.

Member Training: New Mexico's students need effective, culturally-competent teachers, and our training model merges TFA's national teacher-training framework with a regional focus on culturally responsive teaching. Our national training and evaluation model, Teaching As Leadership (TAL), includes six strategies that 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.

In New Mexico we supplement the TAL framework with training that builds teachers' cultural competence, critical consciousness, and understanding of their and their students' identities, a framework developed from leading scholarship on culturally-relevant pedagogy. We execute a year-long support and training structure focused on these training topics.

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INDUCTION: Prior to summer training, CMs spend a week engaging with the community in which they will serve. CMs learn our organizational core values and attend an AmeriCorps pre-service orientation addressing the responsibilities and benefits of AmeriCorps membership. CMs also interview for positions, visit schools, and spend a night in a placement community with a family, where they hear firsthand about families' visions for their children's education.

INSTITUTE: Our CMs spend five weeks at a residential summer training institute in Phoenix alongside CMs from other regions, including other regions where we teach Native students. There are two main components of the institute: summer school teaching and curriculum sessions. Each CM teaches a summer school class for four weeks under the supervision and mentorship of both a veteran teacher and a TFA staff member, both of whom provide regular feedback to develop CMs' teaching skills. We partner with the Gila Crossing Community School on the Gila River reservation, where many of our CMs have the opportunity to teach Native students in a reservation context. CMs engage in training sessions to build skills related to classroom management and culture, instructional planning and delivery, student and parent investment, and diversity competencies that they need to become effective teachers.

ORIENTATION: Upon their return to New Mexico, CMs attend an orientation facilitated by TFA-NM staff that consists of rigorous workshops that enable CMs to apply the skills and knowledge they acquired at Institute. CMs engage with curriculum resources specific to New Mexico standards and build long-term plans, unit plans and lesson plans for their classrooms. At orientation, TFA-NM staff provides CMs with historical student achievement data in New Mexico to build context for CMs and provide them with a framework to set meaningful goals for their students. Our staff also organizes a series of community dinners with parents and students during which CMs develop classroom visions that are grounded in the community context.

ONGOING SUPPORT: Our regional staff provides training and professional development for CMs throughout the year. Each CM is paired with a Manager of Teacher Leadership Development (MTLD) who observes the CM's class and provides the CM with feedback and support. MTLDs, all of whom have been effective classroom teachers themselves, support a cohort 25-30 CMs organized by community. MTLDs help CMs develop the skills they need to reach their classroom visions, jointly reviewing student data to identify problems or gaps in student achievement and then develop solutions. This approach builds CMs' abilities to independently evaluate student outcomes, diagnose root causes of problems, and seek solutions.

In addition to ongoing coaching from MTLDs, CMs meet quarterly in content-area learning teams

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to share best practices and attend full-day professional-development seminars. We also facilitate CM enrollment with one of our three alternative-certification partners -- the University of New Mexico, Santa Fe Community College, and Growing Educators for Native American Communities at Central New Mexico College -- and each CM completes a minimum of 18 to 21 credit hours of coursework over their first two years teaching.

We embed several opportunities to reinforce key issues of AC compliance throughout the training and support cycle. We review prohibited activities at TFA-NM's Orientation to ensure CMs have a clear understanding of their responsibilities. We continue to enforce collective compliance at quarterly professional development sessions and through email newsletters. MTLDs, who receive annual training on prohibited activities, monitor individual compliance. MTLD training includes a comprehensive explanation of the prohibited activities, examples and case studies of what these activities encompass, and how to detect and report them. Through their regular interaction with CMs, MTLDs are able to verify that CMs are not engaging in prohibited activities. Our placement schools in New Mexico will receive an AmeriCorps orientation guide, which includes information on AmeriCorps policies and prohibited activities. School administrator awareness provides another system for CM accountability, as well as an onsite resource for CMs seeking guidance in activities in which they plan to participate. CMs also provide clear expectations, supervision and instruction to their classroom volunteers to ensure that they meet goals, and that no volunteer engages in prohibited activities. Each CM will sign a statement on our mid- and end-of-year surveys affirming that they managed and supervised their recruited volunteers such that no volunteer engaged in prohibited activities.

Supervision of AmeriCorps Members: As a professional corps, TFA-NM's supervision of CMs differs from that of traditional AmeriCorps programs. TFA CMs are college graduates who have undergone a rigorous application process that is designed, in part, to measure their ability to work effectively in a professional setting. Therefore, our supervision plan focuses on CM development and evaluation. Additionally, since CMs work as full-time professional teachers, they are directly supervised by their school principal and other school administration.

As previously mentioned, each CM is matched with an MTLD who provides an additional layer of support and supervision. Our MTLDs are CMs' coaches. In New Mexico, CMs are purposefully clustered together at schools, and our community-based MTLDs have regular opportunities to engage with school leaders and partner around member supervision. To be hired, MTLDs must possess strong critical thinking skills, excellent problem-solving skills, and the ability to effectively influence and

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motivate other adults, which contributes to their success as coaches and supervisors to CMs.

Commitment to AmeriCorps Identification: Our CMs are proud to be AmeriCorps members and representatives of the New Mexico Commission for Community for Community Volunteerism. In 2008 we hosted the statewide AmeriCorps launch, welcoming all New Mexico programs' CMs to Gallup, and we would appreciate the opportunity to help organize the launch event again.

A state AmeriCorps program for many years, we proudly incorporate the AmeriCorps brand and logo in external materials. Our office displays the AmeriCorps logo in our front window, our letterhead incorporates the AmeriCorps logo, and we share our affiliation with AmeriCorps whenever our program receives positive local press - including a Oct 7, 2011 editorial in support of Teach For America in the Albuquerque Journal titled "Helping New Teachers Pays Off With Results" that identifies our partnership with AmeriCorps and CNCS. Each CM receives a shirt with the AmeriCorps logo to wear during service activities, and every CM will have an AmeriCorps pin, and AmeriCorps-branded lanyard, and an AmeriCorps logo posted within their classroom. We incorporate the AmeriCorps logo in events, and host community dinners during which CMs share their experience with community members.

Organizational Capability

Organizational Background and Staffing: TFA is co-led by Chief Executive Officers, Matthew Kramer and Elisa Villanueva Beard, who work with a national Board of Directors and our eight-member leadership team to set TFA's overall strategy and direction. The national Board meets four times annually, and exercises its fiduciary duties to ensure that the organization runs effectively within all relevant laws and regulations.

Our finance functions are housed nationally, and the Finance team reports to the auditing and finance committees of our Board. The Finance team manages invoicing, budgeting, and payroll for the New Mexico region. This structure allows for the appropriate breakdown of responsibilities and a system of checks and balances needed to ensure accurate accounting, coordination of fundraising and spending, and the accurate tracking of all finances.

TFA-NM is led by our Executive Director, Nate Morrison, an AmeriCorps alumnus who taught in Shiprock, NM on the Navajo Nation. Mr. Morrison manages regional operations, sets the regional vision, builds the community advisory board and oversees execution of our program to ensure that we are meeting the unique needs of specific communities. The TFA-NM team is composed of several functional teams, the largest of which is our Teacher Leadership Development team (6.5 FTEs), which

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provides ongoing training and support for CMs throughout the school year and member supervision. Other functional teams include: the School Partnerships team (1.5 FTEs), which ensures CMs meet NM certification requirements and partners with districts and principals to ensure we provide CMs who fit their needs; the Development team (1 FTE), which raises funds to support our work across New Mexico, and the Systems and Operations Team (1 FTE), which manages the systems and operations necessary to run the region's activities.

TFA has effectively managed large-scale federal grants through both AmeriCorps and the Department of Education (including a SEED grant and i3 grant). As our federal funding portfolio has grown, TFA has built significant internal capacity to manage both the financial and programmatic components of a national AmeriCorps program. At the national office, our Public Partnerships team has specialists to guide regional staff on AmeriCorps compliance, budget creation, and general grants management. This team partners with our Research and Evaluation team, Student Achievement Measurement team, Technology team, Legal team, and Teacher Preparation, Support and Development team to provide on-going trainings, assistance, and guidance for all regional staff via conference calls, regional and national conferences, and on-line tutorials to ensure compliance with all grant requirement and regulations.

Compliance and Accountability: As a long-time AmeriCorps grantee, we have developed systems to ensure compliance with AmeriCorps requirements and regulations. CM eligibility components of compliance are housed by our national Admissions and Public Partnerships teams. As CMs matriculate into TFA-NM, they are required to submit eligibility documentation and background checks. This approach to compliance management ensures that CMs have met the eligibility requirements prior to beginning their service.

Our Public Partnerships team trains regional staff on acceptable and prohibited AmeriCorps activities so they are equipped to educate and monitor CMs. Trained regional staff provide pre-service training to CMs, which engenders a deep understanding of CMs' role as AmeriCorps members. TFA will provide school administrators with a handbook that communicates AmeriCorps rules and regulations and outlines the prohibited activities. Our Public Partnerships team consults with regions, CMs and site supervisors upon request.

Through site visits, classroom observations, and regular communication with site supervisors, our MTLDs provide oversight of CMs. Due to the frequency of MTLT interactions with CMs, MTLTs ensure that CMs operate in accordance with AmeriCorps regulations. All incoming CMs sign

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documents attesting they have read and understand the AmeriCorps prohibited activities, and at the end of the school year all CMs certify that they did not participate in any activities prohibited by AmeriCorps. Principals also certify at the end of the school year that no policies were violated and our Public Partnerships team conducts regional site visits and audits CM activities and files to ensure compliance with AmeriCorps regulations.

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

Past Performance: In the last three program years, TFA-NM expanded its impact by launching a new site in southern New Mexico in predominantly low-income Latino communities while continuing to produce strong student achievement results in and around the Navajo Nation, Zuni Pueblo and Pueblo of Laguna.

During the 2012-2013 program year, TFA-NM placed 100 CMs placed on our state AmeriCorps grant. Among the 5,800 students taught by CMs, approximately 79% attained at least 1 year of grade growth or more based on end-of-course assessments. We met all performance measures, including "ED15: Number of students with improved academic performance," where we exceeded our target by 800 students. Our independent evaluation for this period found that 100% of our principals were satisfied with their TFA-NM corps members. Approximately 68 CMs from 2012-13 continue to teach, and another 12 remain in education outside the classroom, both of which met our performance measures. These alumni joined TFA-NM alumni like Sean Ottmer, the head teacher and school leader of the new middle school at South Valley Academy, which serves low-income students and is ranked #2 overall in New Mexico by U.S. News and World Report's "Best High Schools" report (2013). While we met all performance measures last program year and achieved strong results in the last three years, we over-projected the number of CMs we would recruit in 2011, which subsequently affected other performance measures that were contingent on the number of teachers that program year. When we submitted our 2011 proposal we projected that 120 CMs would teach approximately 59 students each, based on historical data. At beginning of the school year we actually had 106 CMs teaching 5,737 students. Although we did not meet the target for the number of students impacted in 2011, on absolute terms 84% of the students impacted by CMs on this grant had meaningfully improved academic performance based on the pre-determined benchmark that we set in the proposal,

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exceeding our goal of 70%.

COMPLIANCE: Our site visit by an independent auditor in the 2011 program year yielded a perfect score with no compliance issues identified. Our auditor in 2012 identified one minor issue that we corrected immediately to the commission's satisfaction. We maintained regular communication with our program officers regarding any potential areas of risk and consistently meet programmatic requests in a timely manner.

ENROLLMENT: We enrolled 100% of our 123 slots in 2010. In 2011 we filled 88% (106/120) of slots due to unanticipated attrition, partly because of a threat from our largest placement district to terminate all non-tenured teachers on top of a hiring freeze due to severe budget cuts. To prevent a similar occurrence, we strengthened our relationship with the district to preemptively discuss the district's hiring needs and potential hiring freezes, and in the following program year 2012, we filled 99% (100/101) slots.

RETENTION: In 2012, TFA-New Mexico retained 99% of our CMs in the classroom, which is significantly higher than the estimated average retention for 1st-year teachers in low-income communities in general (82%) and the overall average for all 1st-year teachers regardless of school setting (86%) ("No Dream Denied", National Commission on Teaching and America's Future 2003). The only individual who did not complete the term of service resigned at the end of the first semester to pursue a different career. To maintain high retention rates, our staff facilitates a strong onboarding campaign, pre-service training to prepare CMs for the rigors of the teaching profession, and continuously surveys CMs to target their professional support.

Continuous Improvement: Internal and external feedback is pivotal to TFA-NM's success. Student achievement results from corps members' classrooms form the backbone of our support structure, and our team analyzes data at weekly meetings to inform our program design and support decisions. We survey CMs quarterly, and include multiple anonymous open-response fields for CMs to provide comments on areas of strength and improvement. We supplement surveys with CM conversations with our Executive Director and MTLDs.

Externally, MTLDs solicit principal feedback on CM performance and meet with principals during building visits. Staff members meet with district leadership to align our priorities, coordinate recruitment and hiring needs, and target our support. We engage community members through quarterly community dinners in which CMs, parents, students, and stakeholders talk about their hopes for education, and are building a community advisory board to deepen our community

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connections.

Budget/Cost Effectiveness

Cost Effectiveness: TFA-NM requests 70 full-time member slots at \$1,790/MSY through a professional corps fixed amount grant, which is below the maximum amount allowed for this grant. TFA-NM has reduced its cost per MSY from \$1,798 in 2012-13 to \$1,790 in this request.

Our program design is a cost-effective model for increasing student achievement in rural communities that face teacher shortages. We provide rural, hard-to-staff districts with strong teaching candidates drawn from a diverse, national talent pool. These candidates are often the only qualified applicants for open teaching positions and enable students to have access to high-quality teachers in critical subject areas. CMs also ensure districts have the ability to hire from diverse talent pools. 25% of our northwest CMs identify as Native, making us one of the largest sources of new Native teachers for our partners. Access to these teachers decreases the amount of money districts have to spend on new teacher recruitment, support, and development. Moreover, by taking the place of long-term substitutes, these teachers have the potential to significantly impact their students' future earnings; economic analyses of teacher effectiveness have found that "a teacher one standard deviation above the mean effectiveness annually generates marginal gains of over \$400,000 in present value of student future earnings" ("The Economic Value of Higher Teacher Quality," Hanushek, E 2011).

Our administrative costs are substantially less than those of other organizations that recruit, train, and develop recent graduates. 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, compared to recruiting costs for competing roles such as a McKinsey first year associate (\$35,000) or an army recruit (\$22,898).

As described in detail above in the Evidence-Based Impact section, our programmatic model is effective and efficient. These studies demonstrate that the impact of having a TFA CM as a teacher is greater than other education interventions, and TFA yields a greater return on investment than investing in class size reduction efforts, National Board certification, and teachers who hold master's degrees (The Urban Institute 2009; Nye, B., Hedges, L.V. & Konstantopoulos, S., 2000. The Results of the Tennessee Class Size Experiment. American Educational Research Journal; Improving Student Achievement: What State NAEP Scores Tell Us, RAND Corporation; Rivkin, S., Hanushek, E, & Kain, J., 2005).

We have successfully funded our operations in New Mexico for over 12 years, raising money to support our work from foundations, corporations, individual donors, and public sources, and

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leveraging our access to national networks to make a strategic investment in rural communities. Our regional expenses for fiscal year 2014 are projected to be \$2.7 million, of which TFA-NM is responsible for raising \$1.5 million locally (our national office is responsible for raising the remaining \$1.2 million). Half way through the current fiscal year, we have secured \$2.1 million (\$1.2 million nationally and \$900,000 regionally) towards this goal.

We are executing a strategic plan to raise the remaining funds, with a focus on increasing current foundation donor contributions and securing an individual gift of over \$250,000 to support our work in southern New Mexico. Given our proven record of success we are confident that we will be able to raise the funds necessary to effectively run our program. In 2010, Worth Magazine named TFA one of the 10 most cost-effective charities in the country. Recently, Charity Navigator gave TFA a perfect 4-star rating for the 12th year in a row. Less than 1% of all nonprofits nationwide have received 12 consecutive 4-star ratings.

As a professional corps, TFA-NM CMs do not receive an AmeriCorps living allowance or healthcare. Additionally, CM criminal history checks are centrally conducted upon admission to TFA. As such, these costs are paid for by our national budget.

Budget Adequacy: TFA-NM's regional budget reflects our programmatic priorities. On average, 75% percent of the budget is spent on costs related to recruiting, selecting, training, and supporting CMs -- our key program activities. The remaining 25% of our budget supports our work with our alumni and administrative and overhead costs. These allocations allow us to offer schools a diverse pool of qualified candidates and to providing CMs with the training and professional development that enables them to lead students to significant academic gains.

In FY14, we plan to raise \$2.7 million to fund our regional operating budget, with \$1.5 million raised locally and \$1.2 raised by our national organization. To date we have raised \$2.1 million, including \$900k at the regional level across five funding streams. Foundations: In FY14 we have secured \$275,000 through a \$250,000 gift from the Daniels Fund and a \$25,000 gift from the Frost Foundation. Our FY14 goal is \$400,000, which we plan to reach by upgrading current donors to a higher level. Corporations and Individuals: In FY14 we have raised \$54,000 from corporations and individuals, led by a successful event in September, towards a goal of \$175,000. Our key strategy for closing this gap is finding two lead investors to sponsor our southern NM region at total of \$250,000. School Partnerships: We have secured \$110,000 from professional services agreements with school districts, and are tracking towards hitting our goal of \$160,000. Public: To date we have been awarded \$145,000 from contracts with the NMPED; we project an additional \$254,000 in state

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funds. To hit our goal we will continue to diversify our funding, with a particular focus on expanding our corporate and individual giving base to exceed our goals in these streams. We plan to grow our new regional advisory board to 10 members who will share some fundraising responsibilities, and to identify individual and corporate funders in southern New Mexico to support our work in rural communities. Our recent golf tournament, which grossed over \$30,000, shows the growth potential in these funding streams.

TFA-NM has built a solid foundation funders from inside and outside New Mexico, and we are confident that we will raise the funds necessary to run our program in the coming years. The fixed amount from CNCS, \$125,300, represents 4.8% of our regional budget and will allow us to support 70 full-time AmeriCorps members in districts facing teacher shortages, increasing student achievement for 4,900 students in classrooms that otherwise may not have teachers.

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

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

Evaluation Methodology: research question 1: TFA employs a rigorous selection methodology that screens applicants for 7 characteristics that are predictive of classroom success and assigns a fit score to assess whether an applicant will be an effective match with TFA's work and mission. This assessment is based on information supplied by the applicants in their application (e.g., academic records, leadership experience) along with multiple rounds of interviews and sample teaching sessions. The data collected from this 2-4 month process will be converted into a fit score, which will show that those who are ultimately selected by TFA to teach in high-needs schools are those who are most likely to succeed in the classroom. research question 2: ACMs who are selected to teach are required to

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

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

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

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

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

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principals' insights provide an additional measure of ACM effectiveness in the classroom.

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

Long-Term Expected Outcome: TFA has a two-prong theory of change. The first prong -- to increase student achievement of the nation's most academically vulnerable students -- is addressed by the research questions and proposed evaluation methodologies of our short-term and medium-term objectives. The second prong -- to build a movement that addresses the structural roots of educational inequality from both within and outside of the classroom -- is addressed by our long-term objective: we expect to see that TFA alumni remain involved in education at all levels in various sectors, such as policy and system leadership, beyond their 2-year corps commitment.

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

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

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

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become principals in high-needs schools through our Principal Leadership initiative.

Amendment Justification

N/A

Clarification Summary

a. BUDGET

1. The budget has been revised to reflect 70 MSYs at \$800/MSY for a total grant amount of \$56,000. This section has been updated.

2. The budget has been corrected to reflect the requested amount in the CNCS share instead of Grantee Share.

3. Regional expenses referenced in the application narrative refer only to Teach For America-New Mexico.

b. 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 ED 2.

Our New Mexico school district partners are located in some of the most economically disadvantaged areas in the state, and in some cases, in the country. The 2010 census found that Gallup, a city in McKinley County, is the second-poorest statistical area in the nation. In Gallup-McKinley County Schools, our largest district partner, 84% of students qualify for free and reduced-price lunch. Additional partners include: Bureau of Indian Education schools (96%); Gadsden Independent School District (93%); La Academia Dolores Huerta (92%); Zuni Public School District (87%); Central Consolidated School District (77%); Grants-Cibola County Schools (75%); Alamogordo Public Schools (61%); Las Cruces Public Schools (60%) (NMPED Student Nutrition Bureau, 2014). In partnership with the New Mexico Public Education Department, we place TFA-NM corps members in schools

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designated as high-need based on serving a significant percentage of students from economically disadvantaged backgrounds, schools serving 60% or higher populations of Native American students, or schools receiving D or F performance ratings from the NMPED.

2. Teach For America₂s 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. Because our 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 state assessment ACT, Gates-MacGinitie Readings, Northwest Evaluation Association's Measures of Academic Progress, SAXON, and STAR Assessments. In addition, many corps members use their state standardized exams to measure impact, and we expect that number will grow as states utilize assessments aligned with the Common Core. Program staff also review and audit assessments for rigor and alignment. Experts from our national Teacher, Preparation, Support, and Development Team provide training to regional staff and our corps members on the properties of rigorous and aligned assessments, and our regional staff recommend assessments to corps members for use in common subjects and grades.

SAMS is 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.

Improved academic improvement is the equivalent of year of grade growth or more.

c. 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

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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.

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

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

e. PROFESSIONAL CORPS

i. As a professional corps program, Teach For America-New Mexico AmeriCorps members are paid staff employed by the schools in which they serve. Similar to any other employment opportunity, our corps members apply and compete for open positions. Therefore, our corps members do not displace paid staff, but fill vacancies opened to the general public and that the district is interested in hiring qualified persons to fill. TFA AmeriCorps members participate in the standard hiring process, whereby individual school principals are responsible for interviewing and hiring new teachers for their schools. Our corps members are just one of many avenues that school leaders access to fill their vacancies; TFA corps members represent a very small percent of new teachers in the state

Because TFA works with school and district leadership to fill new and vacant positions through the district's routine hiring process, our teachers operate within the structures set up by the school district. Our Professional Services Agreement (PSA) with our school partners, in part, reinforces this

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expectation with the following language:

<school> has the right to thus refuse any teacher candidate that it feels is not a good fit for employment with the district.

We do not receive any special hiring arrangements beyond those permissible by school district officials and school board.

ii. 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.

iii. TFA AmeriCorps members participate the standard hiring process, whereby individual school principals are responsible for interviewing and hiring new teachers for their schools. Our corps members are just one of many avenues that school leaders access to fill their vacancies.

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 school district. We do not receive any special hiring arrangements beyond those permissible by school district officials and school board.

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

To ensure that we are serving the highest need students populations in New Mexico, TFA works with hiring decision-makers to ensure that we are matching our efforts with district needs. In Gallup-

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McKinley County Schools, our largest district partner, 84% of students qualify for free and reduced-price lunch. Additional partners include: Bureau of Indian Education schools (96%); Gadsden Independent School District (93%); La Academia Dolores Huerta (92%); Zuni Public School District (87%); Central Consolidated School District (77%); Grants-Cibola County Schools (75%); Alamogordo Public Schools (61%); Las Cruces Public Schools (60%) (NMPED Student Nutrition Bureau, 2014). In partnership with the New Mexico Public Education Department, we place TFA-NM corps members in schools designated as high-need based on serving a significant percentage of students from economically disadvantaged backgrounds, schools serving 60% or higher populations of Native American students, or schools receiving D or F performance ratings from the NMPED

iv. TFA New Mexico (TFA-NM) places AmeriCorps members in New Mexico communities that have an inadequate number of professionals in the teaching force. Our approach toward addressing educational inequity includes recruiting, selecting, training, placing and developing highly-qualified individuals as classroom teachers, partnering with our communities and districts to provide an adequate number of professionals in two ways:

First, our corps members often fill teaching positions in high-need subject areas and schools, which districts find difficult to fill. In a state of 2 million people, where approximately 500,000 live in rural stretches across the 26,000 square miles of the five counties we serve, one applicant to a position in our rural schools may make the difference of whether students have a teacher or a long-term substitute. Combined, our districts serve approximately 66,700 students total, averaging 460 students per school. As indicated in the original application, four months into the 2013-14 school year, districts in northwest and southern New Mexico reported 87 teaching vacancies in the school districts with whom we work: 12 vacancies in Las Cruces, 12 in Gadsden, 11 in Alamogordo, 26 in Gallup, and 26 in Central Consolidated Schools (New Mexico Regional Education Applicant Program, accessed 12/2013). 85% of these vacancies are in core subject areas which the state's Effective Teaching Task Force has identified as "critical-shortage subject areas" for rural communities ("Final Report and Recommendations of the New Mexico Effective Teaching Task Force," 2011). Many of these high-need subjects include math, science, special education, early childhood education. The majority of our corps members teach in these subjects. While 87 vacancies as a raw number may not sound alarming, the fact that our state's largest teacher preparation program graduates 330 teachers per year statewide and graduates only 35-40 teachers out of the branch campus in the Gallup area is an indicator that

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there is an inadequate number of professionals available to our districts. In 2013, Zuni Public School District and Gallup-McKinley County Schools (GMCS) alone had approximately 125 vacancies. Because of the lack of qualified candidates available in our local areas as well as challenges associated with recruiting candidates willing to work in rural and Native communities, district personnel frequently recruit out of state, traveling as far as Colorado, Oklahoma and Michigan. Districts such as GMCS -- the largest district in northwest New Mexico -- continue to request TFA CMs mid-year due to inability to fill core positions with qualified candidates. Many of these difficult-to-fill positions are located in rural schools on American Indian reservations and along the U.S.-Mexico border. 74% of our teachers in northwest New Mexico teach in reservation schools, and 43% teach in schools along the border.

Second, we provide low-income schools to a national pipeline of diverse candidates, selected for the traits of our most highly effective teachers. Throughout CMs' two-year commitment, we provide ongoing teacher support and leadership development targeted to individual CMs' classrooms. We believe that "lacking an adequate number of such professionals" includes lack of access to competitive talent pools of highly effective beginning teachers.

Research consistently demonstrates that high-quality teaching is the most important factor in student learning ("The Real Value of Value Added: Getting Effective Teachers to the Students Who Need Them Most," 2004); effective teachers have a significant impact on children's life prospects (Rivkin et al, "Teachers, Schools and Academic Achievement," 2008). 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 due to many challenges associated with recruiting and retaining talent to low-income communities and rural areas.

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 supported by large-scale experimental studies (Mathematica Policy Research, Clark et al, 2013; MPR, Decker et al, 2004). Statewide studies independently evaluating teacher preparation programs based on participants' impact on student achievement further validate TFA's effectiveness (Louisiana, Noell & Gansle, 2009; North Carolina, Henry et al, 2013; Tennessee, Tennessee Higher Education Commission, 2013). In the 2012-2013 school year, students of New Mexico CMs teaching elementary

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grades averaged 1.4 years of growth; CMs at the secondary level averaged 1.5 years of growth in their classroom in a single year as measured by national assessments such as the Diagnostic Reading Assessment (DRA) and Northwest Evaluation Association (NWEA) exam, which are recognized by the NM Public Education Department (NMPED) as aligned to state standards.

In New Mexico, hiring decision-makers, typically individual principals, have a choice of who to hire for vacant teaching positions. TFA works with school district leadership to fill new and vacant positions through the district's routine hiring processes; thus our CMs compete for open positions with other non-TFA affiliated applicants. . If and when CMs are selected, it is because these individual decision-makers believe our CMs are the most qualified for the vacant teaching position at his or her school. An independent evaluation of New Mexico principals by Policy Research Associates (2013) found that 100% of responding principals surveyed would hire another CM if they had a teaching vacancy at their school, 100% were satisfied with their CMs, and 81% believed CMs have a greater impact on student achievement than the average beginning teacher.

Continuation Changes

N/A

Grant Characteristics