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Executive Summary

Teach For America -- Chicago (TFA -- Chicago) will have 615 AmeriCorps (AC) members who will teach 10,190 students in more than 150 of Chicago's lowest income schools with the mission to improve student achievement, and consequently, to transform students' life opportunities and outcomes. At the end of the school year (June 2015), corps members will increase the academic outcomes for 9,171, or 90% of the 10,190 students. In addition, the AmeriCorps members will leverage an additional 615 volunteers from the community who will be engaged in occasional classroom visits and will provide other support as needed.

This program will focus on the CNCS focus area of Education. The CNCS investment of \$249,075 will be matched with approximately \$18 million in private and \$3 million in public funding.

Rationale and Approach/Program Design

Problem/Need: In stark contradiction to the tenants of a democratic society, a child's zip code unjustly predicts his or her educational outcomes and life prospects. The consequent class-based gap in academic achievement manifests itself as early as kindergarten, where students from low-income communities enter the classroom having heard, on average, 30 million fewer words than their peers growing up in more affluent communities. As children move through the system, the gap continues to widen. In Chicago, over 400,000 students -- 85% of the total student population in the city -- come from low-income backgrounds. Furthermore, the average nine-year-old is three grade levels behind his or her affluent peers. A high school graduation rate of 60% and a four-year college graduation rate of 4% further indicate the dismal learning conditions of students in Chicago's low-income communities.

Failure to educate students in low-income communities jeopardizes Illinois' political and social well-being. Recent research has found that in Chicago and the State of Illinois high school dropouts cost a net average of about \$71,000 during their working years, while high school graduates make a net contribution of about \$236,000. The study additionally found that young adult males without high school diplomas are five times more likely to be incarcerated and that high school dropouts are less likely to vote, volunteer, and provide civic services (Sum, Andrew, Ishwar Khatiwada, Joseph McLaughlin, and Sheila Palma. "High School Dropouts in Chicago and Illinois: The Growing Labor Market, Income, Civic, Social and Fiscal Costs of Dropping Out of High School." Center for Labor Market Studies (2011): n. pag. Nov. 2011. Web.).

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Low-income students who do graduate from high school do not fare much better. On average, these students graduate high school at an 8th grade reading and math proficiency level. Because these students are not adequately equipped to succeed either in our democracy or in our knowledge-based economy, they are also more likely to endure a fate similar to those without a high school diploma.

In Chicago, a shortage of highly qualified educators contributes to the abysmal educational outcomes in low-income communities. Research consistently proves that excellent teaching is the single most important factor in student academic performance. Due to the increased challenges of working in low-income schools, many of Chicago's traditional and public charter schools have difficulty recruiting and retaining high-performing teachers, especially in the focus subjects of math, science, special education, and bilingual education. In fact, as of November 2013, Chicago Public Schools (CPS) still had 130 special education vacancies for the 2013-14 school year. Further, principals requested to interview STEM corps members long after they had all been hired.

TFA -- Chicago partners with CPS to supply high quality teachers to low-income, high-needs schools. First, in order for a school to receive a TFA corps member, the school must be public, and at least 75% of its students must be on free or reduced lunch. Our corps members work in SIG, priority, and turnaround schools throughout Chicago. After we determine the school's need, we do our part to provide the school with the teachers and subject-areas it needs the most. In accordance with the high demand for the focus subjects previously listed, presently, more than 360 TFA-Chicago corps members -- more than 60% of the entire corps -- teach math, science, special education, and bilingual education, or early childhood education.

AmeriCorps Members as Highly Effective Means to Solve Community Problems:

As participants in the professional corps program, TFA -- Chicago's AmeriCorps members are particularly well-suited to address the problem of educational inequity for three key reasons: 1) we provide low-income schools and districts in Chicago with a pool of highly qualified, talented candidates who exhibit the traits of highly effective teachers; 2) in addition to providing pre-service training, we are one of the few teacher providers in the country that continues to give ongoing support to teachers while they are in the classroom; and, 3) we foster the leadership of our alumni, who continue their commitment to educational equality as veteran teachers, principals, administrators, and life-long advocates for equity in public education.

We measure corps member effectiveness by impact on students. To measure this impact, corps members administer "benchmarkable" growth assessments (NWEA and ACT) at the beginning,

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middle, and end of the year. We then compare the growth to which corps members lead their students to a national database of student results to determine the performance of corps members relative to that of other teachers in a similar context throughout the country. Last year, first- and second- year corps members led their students to gains on par with 82nd and 85th percentile teachers, respectively. As context, while the average CPS teacher leads their students to less than a year of growth in a given school year, these corps member results are equivalent to 1.3 and 1.5 years of academic growth. TFA corps members supply the district with high-quality teachers, and -- more importantly -- they catch their students up to their more affluent peers, as opposed to putting them farther behind.

The work of corps members and alumni at Gary Comer College Prep, a Noble Street Charter School in a low-income community, illustrates our role in the community. TFA alumnus James Troupis was the founding principal at Gary Comer. Troupis and his staff -- of which 92% are TFA corps members or alumni -- led their students to achieve the third-highest ACT growth of all Chicago public high schools. Additionally, 99% of its first two graduating classes enrolled in four-year colleges, and 95% of its first graduating class has persisted to sophomore year. This school's results, among many others, illustrate the strong impact TFA corps members and alumni can have on an entire school. We are committed to making that educational experience available to every child in Chicago.

Evidence Base: There is a strong research base on the effectiveness of TFA CMs' impact on student achievement, including two large, well-designed and well-implemented random-assignment studies that meet, without reservation, the What Works Clearinghouse Standards. A 2013 study by Mathematica Policy Research, Inc. (MPR) found that students of TFA secondary teachers learned 2.6 months more math in a year than students in the same schools taught by teachers from traditional and less selective alternative certification programs. Additionally, a 2004 study by MPR found students of TFA elementary teachers learned the equivalent of a month's more math in a year than students in the same schools taught by other teachers, and that TFA teachers were at least effective as their counterparts in teaching reading.

Recent quasi-experimental and correlational studies spanning multiple grade-levels and subjects bolster the case that TFA CMs produce a net gain in student achievement relative to students of other novice teachers, and sometimes experienced ones: In a 2011 article using data from North Carolina, scholars at the Center for Analysis of Longitudinal Data in Education Research, found TFA teachers to be more effective than other teachers, regardless of experience level, in a range of high school subjects. In a 2013 study using data from Texas, Edvance Research Inc. found that students of TFA CMs score

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higher in mathematics than otherwise similar students taught by novice teachers in middle schools without CMs. In a 2012 study using data from the Los Angeles Unified School District, the Harvard Strategic Data Project found first-year TFA CMs more effective than other first year teachers in teachers both math and reading in grades 3 through 9.

Statewide studies ranking teacher preparation programs in terms of their participants' impact on student achievement further validates TFA's logic model and operational strategy. In Louisiana, North Carolina, and Tennessee, TFA ranks consistently among the most effective teacher preparation programs. (Citation in order of mention in the above section: Clark, M. A., Chiang, H. S., Silva, T., McConnell, S., Sonnenfeld, K., Erbe, A., & Puma, M. (2013). The effectiveness of secondary math teachers from Teach For America and the Teaching Fellows programs. (No. NCEE 2013-4015). Washington, DC: Institute of Education Sciences and Mathematica Policy Research, Inc; Decker, P. T., Mayer, D. P., & Glazerman, S. (2004). The effects of Teach For America on students: Findings from a national evaluation. (No. 8792-750). Princeton, NJ: Mathematica Policy Research, Inc.; Xu, Zeyu, Jane Hannaway, and Colin Taylor. "Making a Difference? The Effects of Teach for America in High School." *Journal of Policy Analysis and Management* 30.3 (2011): 447-469; Turner, H. M., Goodman, D., Adachi, E., Brite, J., & Decker, L. E. (2012). Evaluation of Teach for America in Texas schools. San Antonio, TX: Edvance Research, Inc. Strategic Data Project. (2012). SDP human capital diagnostic: Los Angeles unified school district. Cambridge, MA; Noell, G.H., & Gansle, K.A. (2009). Teach For America teachers' contribution to student achievement in Louisiana in grades 4-9: 2004-2005 to 2006-2007. Baton Rouge, LA: Louisiana Board of Regents. Henry, G.T., Purtell, K.M., Bastian, K.C., Fortner, C.K., Thompson, C.L., Campbell, S.L., & Patterson, K.M. (2013). The effects of teacher entry portals on student achievement. *Journal of Teacher Education*.doi:10.1177/0022487113503871; Tennessee Higher Education Commission and the State Board of Education. (2013). 2013 Report Card on the Effectiveness of Teacher Training Programs. Nashville, TN.)

Member Training: Two key pieces make up TFA's training model: pre-service summer training and ongoing coaching for corps members over the course of their two-year commitment.

Pre-service Training- Pre-service training, historically known as summer institute, provides corps members with five weeks of intensive training focused on developing their skills as teachers and leaders. Corps members teach summer school classes within CPS, receive comprehensive feedback

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and coaching from a designated staff member, and partake in classes on pedagogy. This year, TFA -- Chicago is piloting a new program for pre-service summer training. Chicago regional pre-service training will be designed and executed by the Chicago regional team, whereas it historically has been run by national staff. Regional ownership of pre-service training will be unique and tailored to Chicago's students, communities, and corps members. Specifically, we believe that this pilot will provide a more seamless continuum of corps member training and support, foster stronger relationships between corps members and their communities, and ultimately strengthen the quality of summer school instruction that we provide to CPS students.

Ongoing Training and Support - In addition to summer training, our Teacher Leadership Development team supports corps members by providing ongoing individualized support and by leading an annual series of professional development seminars.

Ongoing coaching - During summer training, corps members are assigned cohort groups based on the grade level and subject they teach. Each cohort is led by a Manager of Teacher Leadership Development (MTLD) - an expert instructor on staff who continues working one-on-one with corps members throughout corps members' two-year commitment. MTLDs visit classrooms, provide tailored feedback, and lead corps members to continuously increase their instructional and leadership effectiveness. Because individualized development support is so critical to ensuring corps members have a greater impact on student outcomes, we reduced the ratio of corps members to TLD staff members to 18:1 -- down from 50:1 a few years ago.

PDD - TLD staff runs five Professional Development Days (PDD), day-long seminars in which corps members receive additional training and guidance. PDDs provide corps members with content-specific instruction from teaching experts. As a site of workshops and discussions, PDDs also push corps members to grow as leaders and to reflect on their role as a leader. Last year, corps members found the PDD training effective, as 81% of first-years and 91% of second-years strongly agreed or agreed that they were growing in the capabilities they needed to play a valuable role in the movement to ensure that all children have the opportunity to attain an excellent education.

Member Supervision: TFA corps members are college graduates who completed a rigorous application process that is designed, in part, to measure their ability to work effectively in a professional setting. As

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members of the professional corps, TFA corps members work as full-time professional teachers and receive direct supervision from their school principal and other school administration.

Corps members' MTLDs offer another layer of support and supervision. They perform frequent observations of member classrooms, regularly meet with corps members to review student data with a focus on progress to date, and provide strategies for overcoming current challenges in the classroom. At the end of the year, MTLDs and corps members analyze student growth based on final assessments.

Our constant contact with corps members through the training sessions outlined above and through MTLDs also enables us to train and reinforce key components of AmeriCorps compliance and also ensures that our corps members are driving their students to achieve at high levels.

Commitment to AmeriCorps Identification: During Pre-Service Training, all TFA-Chicago corps members participate in an AmeriCorps Orientation led by our program staff. This orientation provides information about their role in AmeriCorps and instructs them on how to convey that role to the community. We will disburse gear that corps members can wear and use daily, including: lanyards, lapel pins, pens, mugs, pennants, and other classroom decorations.

Additionally, at our regional office, we will place the AmeriCorps logo on regional external materials, including our website, letterhead, and funder sheet. We will also work closely with the Executive Director of Serve Illinois Commission to publish periodic press releases to inform the public of our strong partnership with AmeriCorps.

Organizational Capability

Organizational Background and Staffing: On the national level, TFA is co-led by Chief Executive Officers, Matthew Kramer and Elisa Villanueva Beard, who work with a national Board of Directors and our 8 member leadership team to set TFA's overall strategy and direction.

Regionally, TFA -- Chicago is led by a local Executive Director, Josh Anderson, who is a Chicago native. Anderson manages the operations of the regional site, sets regional visions, and oversees execution of our program to ensure that we meet the needs of our communities. Along with the Executive Director, TFA-Chicago employs 93 staff members to run the region. Additionally, our regional advisory board, led by Michael Keiser, provides financial and consultative support.

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

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number of specialists available to meet and guide regional staff on AmeriCorps compliance, budget creation, and general grants management. This team works in close partnership with our Research and Evaluation, Student Achievement Measurement, Technology, Legal, and Teacher Preparation, Support and Development teams to provide ongoing trainings, assistance, and guidance for all regional staff positions via conference calls, regional and national conferences, and online 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. First, corps member eligibility components of compliance are housed nationally by our Admissions and Public Partnerships teams. As corps members matriculate into the program, they are required to submit eligibility documentation and go through background checks. This approach to compliance management ensures that corps members have met the eligibility requirements prior to beginning their service.

Additionally, our Public Partnerships team trains all regional program staff on both acceptable and prohibited AmeriCorps activities, so they are equipped to educate corps members and monitor member activities. Trained regional staff provides pre-service training to corps members, which engenders in corps members a deeper understanding of their role as an AmeriCorps member. TFA provides school administrators with a handbook that communicates AmeriCorps rules and regulations and outlines the prohibited activities. Our Public Partnerships team is also available for consultation with regions, corps members, and site supervisors.

Through site visits, classroom observations, and regular communication with site supervisors, our MTLDs will provide oversight of corps members. Due to the frequency of interactions that coaches have with corps members and their in depth knowledge of the prohibited activities, they will be able to ensure that members are operating in accordance with AmeriCorps regulations. Further, all incoming TFA corps members are required to sign documents attesting they have read and understand the AmeriCorps prohibited activities , and at the end of the school year all corps members are required to sign a form certifying they did not violate any activities prohibited by AmeriCorps. Principals are also required to certify at the end of the school year that no AmeriCorps policies were violated. Our Public Partnerships team also conducts regular regional site visits and audits corps member activities and files to ensure compliance with AmeriCorps regulations. Grants managers will be the liaisons between the MTLDs, the Commission, and TFA leadership, so when updates or changes occur, we can effectively communicate them.

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

Past Performance: From our original corps of 40 teachers in 2000, TFA -- Chicago has grown into a movement of 550 corps members, 850 alumni teachers, and 63 alumni principals. Collectively, we impact the lives of more than 50,000 low-income students on Chicago's South and West Sides every day. As we grow, our focus remains on giving all students the opportunity to attain a high quality education.

During the 2012-2013 program year -- our first as a state AmeriCorps grantee -- 50 TFA-Chicago corps members were placed on our state AmeriCorps grant. Among the 999 students taught by corps members, 80% of them attained at least 1.5 years of grade growth or more. Twenty-eight of the AmeriCorps participants were first-year teachers, and 100% of them returned for their second year of teaching this fall. All of the 22 second-year teachers stayed in the education field after their two-year commitment, with 12 remaining in the classroom. Of the other 10 alumni, seven work at an education non-profit, two work at schools as support staff, and one studies education policy at Harvard.

Although we achieved great results last year, we overestimated the absolute number of students that we would impact. Specifically, when we submitted our grant proposal, we projected that the average corps member would impact 48 students. This figure was heavily weighted toward high school teachers, as they teach over 100 students in most cases. Under that premise, we projected that 50 corps members would teach 2,400 unique students in the 2012-13 school year, and that 1,950 of those students would be led to academic improvement. All corps members assigned to this grant, however, were elementary and pre-kindergarten teachers. Because elementary and pre-kindergarten teachers teach fewer students per year (between 20-30 students) than high school teachers, we did not reach the pre-determined number of students. However, 100% of the 999 students whom corps members taught achieved academic gains beyond the stipulated benchmark.

TFA -- Chicago's staff is committed to improving our cobranding efforts with AmeriCorps. First, to help build a stronger organization-wide identification with AmeriCorps, we will incorporate the AmeriCorps logo on regional materials and will publicize our strong relationship with our external partners through periodic press releases.

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We also recently increased our regional staff to accommodate and support our larger corps. This increased capacity enables us to manage the grant and its participants more closely, ensuring that all members of the organization are adequately equipped to comply with the terms of our partnership with AmeriCorps.

We actively seek feedback from our partners. We conduct a mid-year and end-of-year principal survey to understand how our corps members are performing as members of the school community and how our MTLs are partnering with school leadership. In addition to this quantitative data, our MTLs contact principals and school staff at least once a month to solicit qualitative feedback. Internally, we survey corps members during and after the year and after professional development events to ensure our support aligns to their needs. We also seek the council from Chicago's business and community leaders. Our advisory board is a collection of some of the city's most influential and successful leaders. In our quarterly meetings, we ask for board member input on every aspect of our organization, from corps member size to external communication to fundraising.

Budget/Cost Effectiveness

Cost Effectiveness: In Year 1 of our grant, we received \$1,800/MSY for 50 corps members, totaling \$90,000. In Year 2, we received \$450/MSY for 200 corps members to reach the same total amount of \$90,000. This year, TFA - Chicago respectfully requests 615 full-time member slots at \$450/MSY, totaling \$276,750.

Supporting TFA -- Chicago's program is a cost-effective model for increasing student achievement for 6 primary reasons.

First, we provide low-income schools with a national pool of pre-screened talent they would not reach otherwise. We seek out a diverse group of graduating college seniors and young professionals with proven leadership abilities. We received over 57,000 applications for the 2013 corps, up 19% from 2012. In particular, 147 seniors at Princeton University (12.4% of the graduating class) applied to the corps. Additionally, 158 seniors at Northwestern, 102 seniors at University of Chicago, and 271 seniors at the University of Illinois applied. This facilitates CPS's efforts to provide each classroom in its district with high-quality, driven educators.

Second, a CNCS investment in TFA would allow us to broaden corps member impact throughout Chicago. We plan to grow our region's corps size from 560 in Chicago today to 900 in 2017. However, we have a stated condition on growth decisions: we will only grow our corps size year-to-year if our student achievement results improve annually, ensuring that we do not sacrifice depth of impact on students for organizational growth. We believe we will see year-over-year improvement in student

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achievement results if we are able to maintain the 18:1 corps member to TLD staff member ratio. An investment of \$276,750 from CNCS will help us hire and support 3 new Managers of TLD. With increased staff capacity, we can add 54 new highly effective teachers to our corps, allowing us to change the academic outcomes of even more of Chicago's students in low-income communities.

Third, along with increasing our corps size and impact, a CNCS investment allows us to become a more diverse organization. We believe that great teachers come from all backgrounds but also recognize that teachers who share the backgrounds of the students they serve have the potential for profound additional impact. We therefore place a particular focus on attracting and fostering the leadership of the individuals with similar racial and socioeconomic backgrounds to their students; we foster strong relationships with diverse institutions, including Historically Black Colleges and Universities and Hispanic Serving Institutions. As a result of these efforts, the national applicant pool for the 2013 corps was the most diverse yet. Forty two percent of applicants identify as people of color, and half (51%) received Pell Grants, which is federal tuition assistance for students from low-income backgrounds. In Chicago, corps members of color currently represent 220 of a corps of 600, equaling about 34%. By 2017, we strive to have at least 50% of our corps members identify as people of color. Because the AmeriCorps benefits reduce the financial barriers associated with serving as a corps member, TFA is able to recruit successfully from a more economically diverse talent pool, which aligns with our efforts to make the fight for educational equity inclusive and accessible to all who want to join.

Fourth, TFA has a strong, sustainable return on investment because of our force of alumni leaders who continue to push for educational equity after their corps commitment. Before joining the corps, only 8% of corps members say they considered a career in education, but their time in the classrooms changes their mindsets and career trajectories. Specifically, two-thirds of Chicago's corps members continue teaching for a third year, and with an average teaching tenure of 4.8 years, more than 850 alumni are still teaching in Chicago classrooms. Moreover, 69 alumni lead schools or school systems in Chicago, broadening their impact to entire campuses. Outside of the school, our alumni are using their wide array of talents to impact education reform -- from politics to non-profit work to social entrepreneurship. For instance, alumna Heather Anichini recently became the CEO of the Chicago Public Education Fund. In this role, she will be leading The Fund in its efforts to accelerate student achievement in Chicago traditional public and charter schools. Also, alumnus Jeff Nelson leads OneGoal, a teacher-led college persistence program. TFA -- Chicago alumni have launched 11 other education-related ventures in the past year alone. This holistic, multifaceted approach will accelerate

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the rate of change for our Chicago community.

Fifth, TFA is committed to using the funds we receive efficiently. In fact, our administrative costs are substantially less than those of organizations engaged in similar activities. For example, the Peace Corps' cost per member to recruit, select, train and support is over \$67,000, while those same activities cost TFA \$40,270. Our recruitment costs are less than \$4,000 per corps member -- much lower than recruiting a McKinsey first year associate (\$35,000) or an army recruit (\$22,898). Third, TFA yields a greater return on investment than investing in class size reduction efforts, National Board certification, and teachers who hold master's degrees (The Urban Institute 2009; Nye, B., Hedges, L.V., 2000. The Results of the Tennessee Class Size Experiment. Improving Student Achievement, RAND Corporation; Rivkin, S., Hanushek, E, & Kain, J., 2005).

Finally, TFA -- Chicago has a diversified and sustainable funding model. For example, in the past four years, we have raised 100% of our required revenue from a wide portfolio of public and private sources. Locally, we seek to cultivate relationships with individuals, corporations, and foundations who see education as the key to addressing many social ills. We meet one-on-one with potential donors in order to build their understanding of our work and give them insight into who we are, what we believe, and what our vision for education is. We continuously cultivate the relationships we have with existing donors by meeting with them and providing timely updates about our work, inviting them into classrooms to meet and see corps members in action, and encouraging them to host events to further interface with corps members.

TFA-Chicago has had significant experience raising the necessary resources to run our program from a variety of sources: foundations, corporations, individual donors, and public sources. Our expenses for fiscal year 2014 are projected to be \$18 million. We have developed a strategic plan to maintain a high rate of donor renewal and engage new support from all potential funding streams. In particular, we worked hard to increase public funding, securing \$1 million from the Illinois State Board of Education and \$1 million from Chicago Public Schools this fiscal year. Several private supporters have also made significant multi-year investments to ensure that we are able to execute our ambitious plans, including four who have committed to give \$1 million annually. In fiscal year 2015, the year when the majority of this grant will be expended, we will raise \$21.6 million between June 1, 2014 and May 31, 2015. State AmeriCorps would comprise about 1.3% of our regional budget.

As a professional corps, TFA- Chicago corps members do not receive an AmeriCorps living allowance or healthcare. Additionally, corps member criminal history checks are centrally conducted

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upon admissions to TFA. As such, these costs are paid for through our national budget.

Evaluation Summary or Plan

n/a

Amendment Justification

n/a

Clarification Summary

2014 CLARIFICATION:

Clarification:

1. The Executive summary has been changed to reflect the funding levels under consideration.
2. We will provide lapel pins and classroom signage to all corps members. Managers of Teacher Leadership Development (MTLDs) -- corps members' managers/coaches -- will encourage and manage corps members to display their AmeriCorps paraphernalia daily. Additionally, we will put the AmeriCorps logo on the t-shirt that we provide to all incoming corps members. Corps members wear this shirt throughout their summer training.
3. [No clarification question provided for 3.]
4. Our partnership with AmeriCorps is critical to our efforts to enlist a more racially and socioeconomically diverse cohort. The education benefits from AmeriCorps reduce the financial barriers associated with serving as a Teach For America corps member, which makes the corps commitment more accessible to a broader pool of talent. Our ability to enlist a more diverse corps aligns with our efforts to make the fight for educational equity inclusive to all who want to join.

Along with partnering with AmeriCorps, we prioritize recruiting from varied institutions to fuel a rich, diverse talent pipeline into our admissions process. Specifically, we have active partnerships with 89 Historically Black Colleges and Universities, including Howard University, Morehouse College, and Spelman College. Moreover, our national recruitment team recently launched a Latino Engagement and Partnerships Team, which works with Hispanic Serving Institutions and other organizations to identify and recruit highly qualified Latino candidates. As a result of these efforts, the national applicant pool for the 2013 corps is the most diverse yet. Forty two percent of applicants identify as people of color, and half (51%) received Pell Grants, which is federal tuition assistance for students from low-income backgrounds. These initiatives have borne fruit in Chicago, where 10% of the

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current corps identifies as Black, and 10% identifies as Latino. The 2013 corps members make up our most diverse cohort yet.

As a region, we must continue to work to have a corps that better reflects the populations we serve. We strive to have more than 50% of Chicago corps members identify as people of color by 2017. To that end, we recently launched the Regional Diversity Initiative (RDI). Through the RDI, we are able to identify local corps members of color and those from low-income backgrounds early in the recruitment phase. Members of our staff offer support and guidance with these prospects throughout the entire recruitment and selection process. As a result, if these applicants list Chicago as a preferred region for placement and are ultimately accepted into the corps, they will be guaranteed a spot in Chicago. This initiative -- coupled with our national organization's recruitment strategies -- will help us reach our goals for diversity. The table below shows our current number of teachers of color, as well as goals for next year's cohort.

6. In our original proposal we stated that in Year 1 of our grant we received \$1,800/MSY for 50 corps members, totaling \$90,000, and in Year 2, we received \$450/MSY for 200 corps members to reach the same total amount of \$90,000. That historical information was incorrectly stated. The correct allocation in Year 2 was actually \$81,000 for 200 corps members, for a cost per MSY of \$405/MSY.

This year, Teach For America -- Chicago respectfully requests 615 full-time member slots at this past year's rate of \$405/MSY, for a total of \$249,075. We apologize for the confusion caused by our historical inaccuracies, and have updated all documentation with this new requested amount.

Performance Measures:

1. & 2. ED 15 and its corresponding output have been deleted
3. 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 ACT, AIMSweb, Developmental Reading Assessment, Dynamic Indicators of Basic Early Literacy Skills, Envision Math, Everyday Mathematics, Fountas and Pinnel Benchmark System, Gates-MacGinitie Readings, Go Math!, Northwest Evaluation. Association's Measures of Academic Progress, Reading Street, SAXON, Scholastic Reading Inventory, Singapore Math, STAR Assessments, Strategic Teaching and Evaluation of Progress Literacy. In addition, many corps members use their state

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

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

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

4. 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.

5. There is a high need for good teachers in low-income schools throughout Chicago. As a result, our Professional Services Agreement (PSA) with Chicago Public Schools stipulates that corps members teach in a low-income school. For a school to be considered low-income and be eligible to receive a TFA corps member, at least 75% of its students must be on free or reduced lunch. In addition to traditional and charter schools, corps members work in SIG, priority, and turnaround schools throughout Chicago.

Strategic Engagement Slots Clarification:

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

No-Cost MSY Clarification:

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

G. Professional Corps Applicants Clarification:

1. As a professional corps program, TFA AmeriCorps members are paid staff employed by the Chicago Public Schools (CPS) and the charter networks in which we place in. 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. In Chicago, TFA is just one avenue for our partner schools to fill vacancies. Across Chicago, on average, between 8 and 10 percent of the 24,000 teachers in CPS leave the system, which alone leaves approximately 2,400 vacancies. In Chicago schools hire traditionally certified teachers, but they also rely on talent pipelines such as TNTP and the Chicago Teacher Residency program to fill critical teaching vacancies in their schools.

In Chicago, approximately 35% of our corps members are placed in CPS, an a collective bargaining agreement governs the hiring of all new CPS teachers, including TFA teachers. TFA works with school

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and district leadership to fill new and vacant positions through the district's routine hiring processes and our teachers operate within the structures established by CPS's collective bargaining agreement. We do not receive any special hiring arrangement beyond those permissible the collective bargaining agreements. Our Professional Services Agreement (PSA) with our School partners, in part, reinforces that expectation with the following language:

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

In instances where Chicago teachers experience a reduction in force, a corps members would not be placed in a position for which a recently resigned or discharged employee has recall right unless the collective bargaining agreement allows the district to open those teaching positions to the general public. Because hiring of any teachers is specifically contingent upon the terms of collective bargaining agreement and hiring of our corps members is based on the district's routine hiring practices, Teach For America corps members would not replace other displaced or striking teachers. Further, in cases when there is a reduction in force, our corps members are subject to the same reduction in force in the same manner as any other first- and second-year teacher and also receive the same employment protections as other teachers per the CBA.

For the 65% of corps members that are placed in charter schools, where a collective bargaining agreement does not exist, our corps members are subjected to the charter management organizations' hiring regulations and protocols in the same manner as all other individuals. Similar to our expectations for hiring with our district partners, we have language in those agreements underscoring the obligation to work within the Charter School's established hiring practices:

[Charter School] and Teach For America will collaborate to facilitate the hiring of individual Teachers, in accordance with Charter School's established hiring practices.

2. We believe that it is appropriate for us to sign the certification because in districts where there are collective bargaining agreements in place, these agreements govern the ways in which districts hire new teachers, including TFA teachers. Because TFA works with school district leadership to fill new and vacant positions through the district's routine hiring processes, our teachers operate within the

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

3. As noted in our response to the clarification question above, in CPS, a collective bargaining agreement governs the ways in which CPS hires new teachers, including TFA teachers. Because TFA works with school district leadership to fill new and vacant positions through the district's routine hiring processes, our teachers operate within the structures set up by the collective bargaining agreement. We do not receive any special hiring arrangement beyond those permissible by the collective bargaining agreement.

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

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

To ensure that we are serving the highest need students populations in Chicago, TFA works with hiring decision-makers to ensure that we are matching our efforts with district needs. For example, As of February 2014, there were still 400 teaching vacancies within CPS. TFA works with CPS to match these needs.

4. As a professional corps program, TFA addresses the problem of educational inequity by recruiting and placing high-quality participants as teachers in communities that lack an adequate number of such professionals. We do this in two ways:

In Chicago, a shortage of highly qualified educators contributes to the abysmal educational outcomes in low-income communities. While there does not need to be a proven shortage for TFA to place in Chicago, in this region having an inadequate number of professionals has led to a shortage of teachers. Due to the increased challenges of working in low-income schools, many of Chicago's

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traditional and public charter schools have difficulty recruiting and retaining high-performing teachers, especially in the focus subjects of math, science, special education, early childhood education, and bilingual education. As of January 2014, there were more than 243 vacancies for special education teachers alone. Further, during our annual hiring process, principals' demand for STEM corps members invariably exceeds the supply. To ensure we are meeting school demand for teachers in these high need subject areas, the majority of our corps members teach math, science, special education, bilingual education, or early childhood education

Second, we provide low-income schools access to a national pipeline of candidates commensurate to those teaching in top performing school systems who have are participating in our proven-effective teacher training program. We believe that "lacking an adequate number of such professionals" does not just refer to communities that simply do not have enough candidates, but also to communities that do not have a pool of high-quality candidates from proven-effective sources.

Research consistently demonstrates that high-quality teaching is the most important factor in student learning; effective teachers have a significant impact on children's life prospects. Despite this evidence, low-income students are less likely to get effective teachers in their classrooms than wealthier students; they are far more likely to have teachers who scored poorly on college and licensure exams. Low-income communities have a higher than average need for highly-effective teachers, yet these communities often lack a sufficient supply relative to the level of need.

A 2010 McKinsey study of the top performing school systems reveal that 100% of their teachers come from the "top third+" of college students. In the U.S. only 23% come from the top third; 14% in high poverty schools. The "top third+" refers to those college students who are in the top third of their academic cohort, and are rigorously screened for other qualities believed to be predictors of successful teachers -- perseverance, ability to motivate others, passion for children, and organization and communication skills. These skills form the "plus" in the "top-third+" term coined by McKinsey. TFA provides low-income schools with a national pipeline of exactly these types of candidates. The average GPA for 2012 TFA AmeriCorps members is 3.54, and our extensive interview process screens all applicants for these "plus" characteristics. In fact, a recent third-party study from Will Dobbie at Harvard EdLabs found that our selection model successfully identifies teachers who will have a positive impact on student achievement. The study also found that our selection model is helping to

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predict which teachers will be most successful in their first year of teaching.

The effectiveness of our national teacher pipeline is further reinforced by independent studies -- in every state that uses student achievement data to analyze the relative effectiveness of teacher pathways (Tennessee, North Carolina, and Louisiana), TFA AmeriCorps members are consistently shown to be as or more effective at promoting student achievement at statistically significant levels compared to other new teachers. These results are confirmed by large-scale experimental and quasi-experimental studies.

More than half way through the 2014 school year, there are still over 200 vacancies across CPS. TFA -- Chicago partners with CPS to help meet the high demand for teachers. Our Professional Services Agreement with CPS requires that corps members be "suited for placement in the CPS teacher shortage areas, whether related to subject-area, discipline, or geographic region, as specified by the Talent Office." TFA corps members are therefore fulfilling an enormous need in CPS; they are the high-quality teachers whom low-income schools would have difficulty finding and recruiting otherwise.

In Chicago, hiring decision-makers, typically individual principals, have a choice of who to hire for vacant teaching positions at their schools. TFA works with school and district leadership to fill new and vacant positions through the school's routine hiring processes, thus our CMs are competing for open positions with other non-TFA affiliated applicants. We do not receive any special hiring arrangement. If and when our corps members are selected, it is because these individual decision-makers believe our corps members are the most qualified for the vacant teaching position at his or her school. To date, the principals in our partner schools overwhelmingly indicate they are satisfied or extremely satisfied with corps members and that they would hire a corps member if there was a vacancy at their school.

Continuation Changes

n/a

Grant Characteristics